School Year: **2026-27**

HACIENDA LA PUENTE UNIFIED SCHOOL DISTRICT

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the School Plan for Student Achievement (SPSA), as well as the planning requirements for a school identified for Additional Targeted Support and Improvement or Comprehensive Support and Improvement, may be found in the SPSA Template Instructions.

This school plan, developed by the CEDARLANE ACADEMY School Site Council, describes the strategies for improving student academic achievement.

For additional information regarding the school's programs and how you may become involved locally, please contact:

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School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Board of Education Approval Date

CEDARLANE ACADEMY	19-73445-0122465	April 28, 2026	June 25, 2026

Plan Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, and/or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the Every Student Succeeds Act (ESSA) planning requirements, including for ATSI, CSI or TSI as identified, in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

Cedarlane Academy analyzes federal, state, local and district assessments to develop our School Plan for Student Achievement. This school site plan addresses our significant student groups, identifies the goals, develops the action plans and determines the budget expenditures that support the planning, implementation and evaluation of the school plan. The School Plan for Student Achievement assists the school in effectively meeting the Every Student Succeed Act requirements and Local Control and Accountability Plan for budgetary expenditures to meet priorities and ensure all student needs are being addressed.

School Profile

Cedarlane Academy is a school wide Title 1 schools that serves students in grades Transitional Kindergarten through eighth located in Hacienda Heights, CA. Current enrollment is 868.

Socio-Economically Disadvantaged: 70.6%
Hispanic: 47.8%
Asian: 45.9%
American Indian: 0.1%
African American: 0.7%
Filipino: 1.7%
White: 1.1%
Two or More Races: 0.7%
Pacific Islander: 0.2%
English Learners: 19.8%
Foster Youth: 0.5%
Homeless: 4.2%
Students with Disabilities: 10%

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District Adopted Core Curriculum 2026-27

Curricular Area	Publisher	Grade Level
Language Arts/Literacy	McGraw Hill Education, *Wonders*	K-5
	McGraw Hill Education, *Study Sync*	6-12
	ERWC	12
English Language Development	McGraw Hill Education, *Wonders ELD*	K-5
	McGraw Hill Education, *Study Sync with Designated ELD*	6-12
Supplementary	National Geographic, *Inside*	6-8
	National Geographic, *Edge*	9-12
Mathematics	Houghton Mifflin Harcourt, *Go Math!*	K-5
	Amplify, *Desmos Math*	6-8
	Houghton Mifflin Harcourt, *Integrated 1,2,3*	9-12
	McDougal Littell, *Algebra 2*	
	McDougal Littell, *Precalculus with Limits*	
	McDougal Littell, *Calculus*	
History/Social Science	McGraw Hill Education, *IMPACT*	K-8
	Pearson, World History-*The Modern World*	10-12
	Pearson, *US History-The 20th Century*	
	Pearson, *American Government*	
	Pearson, *Economics Principles in Action*	
Science	Twig Education, *Twig Science*	TK-5
	Discovery Education, *Discovery Science*	6-8
	Savvas Learning, *Savvas Science*	9-12

School and Student Performance Data

Student Enrollment
Enrollment By Student Race/Ethnicity

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	%	0.11%	0.11%		1	1
African American	0.79%	0.68%	0.34%	5	6	3
Asian	45.02%	45.90%	47.65%	285	403	415
Filipino	2.05%	1.71%	2.18%	13	15	19
Hispanic/Latino	49.29%	47.84%	46.27%	312	420	403
Pacific Islander	0.16%	0.23%	0.23%	1	2	2
White	0.79%	1.14%	0.92%	5	10	8
Multiple/No Response	0.63%	0.68%	0.80%	4	6	7
			Total Enrollment	633	878	871

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		24	23
Kindergarten	31	57	43
Grade 1	44	54	56
Grade 2	45	70	60
Grade3	40	70	72
Grade 4	52	70	64
Grade 5	48	88	71
Grade 6	134	177	155
Grade 7	116	143	181
Grade 8	107	125	146
Total Enrollment	633	878	871

Conclusions based on this data:

1. Based on the data, a significant percentage of students (70.6%) are identified as socioeconomically disadvantaged, indicating a need to strengthen targeted academic interventions, expand access to resources, and increase family engagement to support student achievement.

2. Based on the data, nearly one in five students (19.8%) are English Learners, highlighting the importance of strengthening designated and integrated ELD instruction, monitoring language acquisition progress, and increasing reclassification rates.

3. Based on the data, Hispanic students represent the largest subgroup (47.8%), emphasizing the need to ensure equitable access to rigorous coursework, address potential achievement gaps, and implement culturally responsive practices that support student success.

4. Based on the data, there is a significant increase in enrollment from elementary to middle school, with the largest growth occurring in grades 6–8, indicating a need to allocate additional staffing, resources, and supports to effectively meet the academic and social-emotional needs of upper-grade students

5. Based on the data, early grades show steady but smaller enrollment compared to upper grades, highlighting the importance of strengthening foundational instruction in TK–2 and ensuring alignment across grade levels so students are adequately prepared for the increased academic demands in later grades.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	157	174	149	28.2%	24.8%	17.1%
Fluent English Proficient (FEP)	177	253	277	25.1%	28.0%	31.8%

Student Enrollment
"At-Risk" and Long Term English Learner (LTEL) Enrollment

2022-23

Grade	English Learners				EL Total	RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL			
KN	18	0	0	0	18	0	18
01	19	0	0	0	19	1	20
02	12	0	0	0	12	6	18
03	13	3	0	0	16	2	18
04	2	5	0	6	13	8	21
05	2	4	0	11	17	14	31
06	3	2	6	11	22	33	55
07	3	0	4	12	19	34	53
08	6	2	8	15	31	18	49

2023-24

Grade	English Learners				EL Total	RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL			
TK	6	0	0	0	6	0	6
KN	14	0	0	0	14	0	14
01	15	0	0	0	15	4	19
02	12	0	0	0	12	8	20
03	12	0	0	0	12	8	20
04	3	5	0	9	17	5	22
05	1	2	0	10	13	9	22
06	8	0	3	15	26	44	70
07	8	1	5	11	25	32	57
08	5	1	3	8	17	34	51

Conclusions based on this data:

1. Based on the data, the number of English Learners has remained relatively stable over the past three years (167 ? 157 ? 174), indicating a consistent need to prioritize strong designated and integrated ELD instruction to support language development and academic achievement.
2. Based on the data, the increase in Fluent English Proficient (FEP) students (149 ? 177 ? 253) suggests progress in language acquisition, highlighting the importance of continuing effective instructional practices while also monitoring and increasing reclassification rates for current English Learners.
3. Based on the data, there is an increase in English Learners in the early grades (e.g., Kindergarten–Grade 3), particularly in the 0–3 years category, indicating a growing need to strengthen foundational language development through targeted early ELD instruction and supports.
4. Based on the data, the presence of LTELs (6+ years) and students at risk of becoming LTELs in upper grades (especially Grades 6–8) highlights the need for focused interventions, progress monitoring, and intentional strategies to accelerate language acquisition and increase reclassification rates.

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
878	**70.6%**	**19.8%**	**0.5%**
Total Number of Students enrolled in CEDARLANE ACADEMY.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	174	19.8%
Foster Youth	4	0.5%
Homeless	37	4.2%
Socioeconomically Disadvantaged	620	70.6%
Students with Disabilities	88	10%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	6	0.7%
American Indian	1	0.1%
Asian	403	45.9%
Filipino	15	1.7%
Hispanic	420	47.8%
Two or More Races	6	0.7%
Pacific Islander	2	0.2%
White	10	1.1%

Conclusions based on this data:

1. Based on the data, a large majority of students (70.6%) are identified as socioeconomically disadvantaged, indicating a need to prioritize targeted academic supports, access to resources, and strong family engagement to improve student outcomes.
2. Based on the data, English Learners make up 19.8% of the student population, highlighting the importance of strengthening designated and integrated ELD instruction and increasing reclassification rates.
3. Based on the data, Hispanic students represent the largest subgroup (47.8%), emphasizing the need to ensure equitable access to rigorous coursework and implement culturally responsive practices that support achievement and inclusion.
4. Based on the data, 10% of students are identified as students with disabilities, indicating a need to strengthen inclusive practices, provide targeted interventions, and ensure appropriate supports to meet diverse learning needs.

School and Student Performance Data

Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Blue	**Chronic Absenteeism** Orange	**Suspension Rate** Orange
Mathematics Green		
English Learner Progress Green		

Conclusions based on this data:

1. Based on the data, English Language Arts performance is in the Blue (highest) category, indicating strong literacy outcomes and a need to continue effective instructional practices while maintaining high levels of rigor and student achievement.

2. Based on the data, Mathematics and English Learner Progress are both in the Green category, showing positive performance but also an opportunity to strengthen instruction and supports to move these areas toward the highest (Blue) level.

3. Based on the data, Chronic Absenteeism is in the Orange category, highlighting a need to improve student attendance through targeted interventions, family outreach, and consistent monitoring systems.

4. Based on the data, the Suspension Rate is also in the Orange category, indicating a need to strengthen school climate, implement restorative practices, and provide social-emotional supports to reduce disciplinary incidents.

School and Student Performance Data

Academic Performance
English Language Arts

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	2	1	1

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Blue	Yellow	No Performance Color
30.9 points above standard	7.3 points below standard	43.9 points below standard
Increased 15 points	Increased 20.6 points	Declined 11.5 points
638 Students	213 Students	22 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Green
Fewer than 11 students - No Data for Privacy	29.9 points below standard	9.9 points above standard
4 Students	29 Students	Increased 12.3 points
		466 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
73.6 points below standard	Fewer than 11 students - No Data for Privacy	0 Students
Increased 19.9 points	5 Students	
78 Students		

Asian	Filipino	Hispanic
Blue	No Performance Color	Yellow
70.1 points above standard	38.8 points above standard	7.5 points below standard
Increased 3.1 points	Declined 26.1 points	Increased 24.2 points
296 Students	11 Students	305 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
2 Students	1 Student	8 Students

Conclusions based on this data:

1. Based on the data, overall English Language Arts performance for all students is in the Blue category, indicating strong achievement schoolwide and a need to sustain effective instructional practices.
2. Based on the data, English Learners and Hispanic students are performing in the Yellow category, highlighting an opportunity to strengthen targeted literacy supports and close achievement gaps for these key student groups.
3. Based on the data, Long-Term English Learners and Students with Disabilities are performing below standard (LTELs significantly below and declining; SWD in Orange), indicating a need for intensified interventions, progress monitoring, and differentiated instruction.
4. Based on the data, there is a disparity among student groups (e.g., Asian students in Blue while other groups are lower), emphasizing the need to focus on equity by ensuring all student groups have access to high-quality instruction and supports to achieve at high levels.

School and Student Performance Data

Academic Performance
Mathematics

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	0	1	2	1

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Green	Green	No Performance Color
9 points above standard	6.7 points below standard	61.2 points below standard
Increased 11.2 points	Increased 20 points	Increased 20.3 points
652 Students	227 Students	22 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Green
Fewer than 11 students - No Data for Privacy	66 points below standard	14.4 points below standard
4 Students	29 Students	Increased 3.6 points
		476 Students

Students with Disabilities	African American	American Indian
Red	No Performance Color	No Performance Color
126.2 points below standard	Fewer than 11 students - No Data for Privacy	0 Students
Declined 12.6 points	5 Students	
78 Students		

Asian	Filipino	Hispanic
Blue	No Performance Color	Yellow
70.4 points above standard	28.7 points above standard	53.4 points below standard
Maintained -0.1 points	Declined 5.2 points	Increased 16.1 points
309 Students	11 Students	305 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
2 Students	2 Students	8 Students

Conclusions based on this data:

1. Based on the data, overall Mathematics performance for all students is in the Green category with growth, indicating solid progress while also highlighting an opportunity to move toward the highest (Blue) level.
2. Based on the data, Students with Disabilities are in the Red category and have declined, indicating a critical need for targeted interventions, differentiated instruction, and increased support to improve math outcomes.
3. Based on the data, Hispanic students are in the Yellow category and performing below standard, highlighting a need to close achievement gaps through targeted supports and increased access to rigorous math instruction.
4. Based on the data, there is a clear disparity among student groups (e.g., Asian students in Blue while other groups are lower), emphasizing the need to focus on equity and ensure all students receive the support needed to achieve at high levels.

School and Student Performance Data

Academic Performance
Science

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report

Red	Orange	Yellow	Green	Blue
0	1	2	1	0

This section provides a view of how well students are meeting grade-level standards on the Science assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Yellow	No Performance Color
53.8 science points	46 science points	36.5 science points
Declined 3.5 points	Declined 2.7 points	11 Students
203 Students	67 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - No Data for Privacy	47.8 science points	48.8 science points
1 Student	11 Students	Declined 6.9 points
		147 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
36.4 science points	Fewer than 11 students - No Data for Privacy	0 Students
Maintained 0.7 points	4 Students	
30 Students		

Asian	Filipino	Hispanic
Green	No Performance Color	Orange
63.7 science points	Fewer than 11 students - No Data for Privacy	44.9 science points
Declined 4.4 points	2 Students	Declined 3.3 points
91 Students		102 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	Fewer than 11 students - No Data for Privacy
		2 Students

Conclusions based on this data:

1. Based on the data, overall Science performance for all students is in the Yellow category and has declined, indicating a need to strengthen science instruction, increase rigor, and provide targeted supports to improve achievement.
2. Based on the data, English Learners and Socioeconomically Disadvantaged students are also in the Yellow category with declines, highlighting the need for integrated language supports within science instruction and equitable access to high-quality learning experiences.
3. Based on the data, Hispanic students are in the Orange category and performing below standard, indicating a critical need to address achievement gaps through targeted interventions, culturally responsive teaching practices, and increased academic support in science.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
Green	No Performance Color
46.3 making progress.	70 making progress.
Number Students: 123 Students	Number Students: 20 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2025 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
17.9%	35.8%	2.4%	43.9%

Conclusions based on this data:

1. Based on the data, overall English Learner Progress is in the Green category, indicating that a majority of English Learners are making progress, and effective instructional practices should be continued and strengthened.
2. Based on the data, 46.3% of English Learners are making progress, highlighting an opportunity to increase the percentage of students advancing at least one ELPAC level through targeted ELD instruction and monitoring.
3. Based on the data, Long-Term English Learners show progress (70 students) but do not have a performance color, indicating a need for focused support, intervention, and monitoring to accelerate reclassification and ensure sustained language growth.
4. Based on the data, 43.9% of students progressed at least one ELPAC level, indicating positive movement in language acquisition and a need to continue strengthening effective ELD instruction to increase this percentage.
5. Based on the data, a combined 53.7% of students either maintained lower ELPAC levels (35.8%) or decreased at least one level (17.9%), highlighting a need for targeted interventions and closer progress monitoring to accelerate language growth for these students.

School and Student Performance Data

Academic Performance
College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Orange	Yellow	No Performance Color
12.8% Chronically Absent	7.8% Chronically Absent	8.7% Chronically Absent
Increased 1.4	Maintained 0.2	Declined 14
903 Students	217 Students	23 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Orange
Fewer than 11 students - No Data for Privacy	21.4% Chronically Absent	15.9% Chronically Absent
4 Students	Declined 11.9	Increased 2.3
	42 Students	666 Students

Students with Disabilities	African American	American Indian
Red	No Performance Color	No Performance Color
22.9% Chronically Absent	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Increased 3.1	6 Students	1 Student
105 Students		

Asian	Filipino	Hispanic
Green	No Performance Color	Red
2.6% Chronically Absent	11.8% Chronically Absent	23.4% Chronically Absent
Declined 1.6	Increased 4.1	Increased 5.2
418 Students	17 Students	428 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
0% Chronically Absent	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Declined 15.4	2 Students	10 Students
21 Students		

Conclusions based on this data:

1. Based on the data, overall chronic absenteeism is in the Orange category (12.8%) and has increased, indicating a need to strengthen attendance systems, family outreach, and early intervention strategies to improve student attendance.
2. Based on the data, Students with Disabilities and Hispanic students are in the Red category with high chronic absenteeism rates (22.9% and 23.4%), highlighting a critical need for targeted supports, individualized interventions, and consistent monitoring for these groups.
3. Based on the data, Socioeconomically Disadvantaged students also have elevated absenteeism (15.9%, Orange), emphasizing the need to address barriers such as access, transportation, and family support through coordinated schoolwide efforts.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	0	1	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Orange	Orange	No Performance Color
2.3% suspended at least one day	3.6% suspended at least one day	4.3% suspended at least one day
Increased 0.4%	Increased 2%	Declined 8.2%
917 Students	222 Students	23 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Orange
Fewer than 11 students - No Data for Privacy	2.3% suspended at least one day	2.8% suspended at least one day
4 Students	Declined 2.4%	Increased 0.6%
	43 Students	674 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
4.8% suspended at least one day	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Increased 0.9%	6 Students	1 Student
105 Students		

Asian	Filipino	Hispanic
Orange	No Performance Color	Green
2.4% suspended at least one day	5.6% suspended at least one day	2.3% suspended at least one day
Increased 1.4%	Increased 5.6%	Declined 0.4%
424 Students	18 Students	435 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
0% suspended at least one day	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Declined 7.7%	2 Students	10 Students
21 Students		

Conclusions based on this data:

1. Based on the data, overall suspension rates for all students are in the Orange category (2.3%) and have increased, indicating a need to strengthen schoolwide behavior systems, restorative practices, and proactive supports.
2. Based on the data, English Learners and Socioeconomically Disadvantaged students are also in the Orange category with increased suspension rates, highlighting the need for targeted interventions and culturally responsive behavior supports for these groups.
3. Based on the data, Students with Disabilities have a higher suspension rate (4.8%, Orange) and have increased, indicating a need for stronger inclusive practices, behavior intervention plans, and additional supports.
4. Based on the data, Hispanic students are in the Green category with a slight decline in suspensions, suggesting positive progress and an opportunity to continue and replicate effective practices across other student groups.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	48	38	69	47	38	69	47	38	69	97.9	100	100
Grade 4	46	56	73	46	56	73	46	56	73	100.0	100	100
Grade 5	54	53	85	54	53	85	54	53	85	100.0	100	100
Grade 6	116	139	178	111	139	178	111	139	178	95.7	100	100
Grade 7	110	119	143	109	118	141	109	118	141	99.1	99.2	98.6
Grade 8	96	106	123	96	106	122	96	106	122	100.0	100	99.2
All Grades	470	511	671	463	510	668	463	510	668	98.5	99.8	99.6

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2427.	2372.	2424.	31.91	18.42	26.09	19.15	10.53	24.64	19.15	21.05	18.84	29.79	50.00	30.43
Grade 4	2466.	2457.	2473.	32.61	19.64	28.77	17.39	30.36	26.03	19.57	14.29	15.07	30.43	35.71	30.14
Grade 5	2525.	2478.	2500.	33.33	20.75	24.71	27.78	18.87	28.24	14.81	13.21	16.47	24.07	47.17	30.59
Grade 6	2558.	2545.	2574.	31.53	30.22	34.83	27.03	28.06	31.46	22.52	19.42	15.73	18.92	22.30	17.98
Grade 7	2577.	2565.	2596.	29.36	26.27	33.33	30.28	31.36	34.75	22.02	16.10	15.60	18.35	26.27	16.31
Grade 8	2552.	2603.	2589.	17.71	33.96	28.69	31.25	31.13	34.43	20.83	21.70	18.03	30.21	13.21	18.85
All Grades	N/A	N/A	N/A	28.51	27.06	30.54	27.00	27.45	30.99	20.52	18.04	16.47	23.97	27.45	22.01

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	25.53	15.79	17.39	53.19	57.89	57.97	21.28	26.32	24.64
Grade 4	26.09	17.86	27.40	54.35	58.93	52.05	19.57	23.21	20.55
Grade 5	29.63	15.09	18.82	57.41	62.26	60.00	12.96	22.64	21.18
Grade 6	31.53	28.78	33.15	49.55	46.04	48.88	18.92	25.18	17.98
Grade 7	24.77	27.97	30.50	59.63	49.15	58.87	15.60	22.88	10.64
Grade 8	19.79	29.25	26.23	55.21	51.89	52.46	25.00	18.87	21.31
All Grades	26.13	25.10	27.25	54.86	51.96	54.34	19.01	22.94	18.41

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	25.53	10.53	20.29	42.55	36.84	50.72	31.91	52.63	28.99
Grade 4	15.22	14.29	23.29	58.70	60.71	50.68	26.09	25.00	26.03
Grade 5	35.19	16.98	24.71	40.74	43.40	43.53	24.07	39.62	31.76
Grade 6	27.93	28.78	36.52	52.25	46.04	44.38	19.82	25.18	19.10
Grade 7	38.53	40.68	39.72	39.45	37.29	47.52	22.02	22.03	12.77
Grade 8	22.92	44.34	37.70	47.92	43.40	42.62	29.17	12.26	19.67
All Grades	28.73	30.59	32.78	46.65	44.12	45.96	24.62	25.29	21.26

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	14.89	2.63	8.70	68.09	65.79	68.12	17.02	31.58	23.19
Grade 4	17.39	7.14	16.44	69.57	69.64	61.64	13.04	23.21	21.92
Grade 5	16.67	11.32	9.41	72.22	64.15	76.47	11.11	24.53	14.12
Grade 6	13.51	22.30	23.60	75.68	61.87	60.11	10.81	15.83	16.29
Grade 7	15.60	15.25	13.48	74.31	70.34	73.76	10.09	14.41	12.77
Grade 8	10.42	17.92	13.93	78.13	71.70	72.95	11.46	10.38	13.11
All Grades	14.25	15.49	15.57	74.08	67.25	68.41	11.66	17.25	16.02

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	17.02	7.89	10.14	68.09	52.63	73.91	14.89	39.47	15.94
Grade 4	15.22	16.07	15.07	73.91	66.07	67.12	10.87	17.86	17.81
Grade 5	22.22	13.21	23.53	55.56	54.72	52.94	22.22	32.08	23.53
Grade 6	24.32	25.18	37.08	67.57	60.43	47.75	8.11	14.39	15.17
Grade 7	24.77	23.73	32.62	61.47	57.63	57.45	13.76	18.64	9.93
Grade 8	15.63	33.02	27.87	64.58	54.72	59.84	19.79	12.26	12.30
All Grades	20.73	22.94	27.54	64.79	58.04	57.49	14.47	19.02	14.97

Conclusions based on this data:

1. Based on the data, overall ELA performance shows strength in some grade levels but inconsistency across grades, with varying percentages of students meeting or exceeding standards, indicating a need for vertical alignment and consistent instructional practices across grade levels.
2. Based on the data, there are notable percentages of students performing below standard in reading, writing, listening, and research/inquiry, highlighting the need for targeted literacy interventions and support in foundational and academic language skills.
3. Based on the data, writing and research/inquiry appear to be areas of need, with lower percentages of students above standard compared to reading, indicating a need to strengthen writing across content areas and provide more structured writing opportunities.
4. Based on the data, progress over time is mixed across grade levels, with some improvement and some decline in performance, suggesting the need for ongoing data monitoring and responsive instructional adjustments.
5. Based on the data, there is a need to increase the percentage of students meeting or exceeding standards across all literacy domains, emphasizing the importance of cohesive, schoolwide strategies focused on reading comprehension, writing, and academic language development.

School and Student Performance Data

CAASPP Results
Mathematics

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	48	38	69	47	38	69	47	38	69	97.9	100	100
Grade 4	46	56	74	46	56	74	46	56	74	100.0	100	100
Grade 5	54	53	85	54	53	85	54	53	85	100.0	100	100
Grade 6	116	139	178	112	139	178	112	139	178	96.6	100	100
Grade 7	110	119	143	109	118	141	109	118	141	99.1	99.2	98.6
Grade 8	96	106	123	96	106	122	96	106	122	100.0	100	99.2
All Grades	470	511	672	464	510	669	464	510	669	98.7	99.8	99.6

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2433.	2426.	2436.	23.40	15.79	15.94	29.79	36.84	33.33	25.53	15.79	31.88	21.28	31.58	18.84
Grade 4	2479.	2480.	2498.	23.91	21.43	28.38	28.26	32.14	29.73	21.74	21.43	27.03	26.09	25.00	14.86
Grade 5	2515.	2499.	2482.	25.93	24.53	20.00	22.22	18.87	18.82	22.22	15.09	21.18	29.63	41.51	40.00
Grade 6	2531.	2544.	2567.	31.25	29.50	42.70	15.18	20.86	15.73	22.32	21.58	15.73	31.25	28.06	25.84
Grade 7	2566.	2567.	2592.	31.19	32.20	37.59	12.84	16.95	19.15	27.52	23.73	22.70	28.44	27.12	20.57
Grade 8	2542.	2585.	2596.	21.88	29.25	36.89	6.25	19.81	11.48	28.13	22.64	26.23	43.75	28.30	25.41
Grade 11															
All Grades	N/A	N/A	N/A	27.16	27.65	33.33	16.38	21.96	19.43	25.00	21.18	22.72	31.47	29.22	24.51

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	25.53	26.32	21.74	48.94	44.74	55.07	25.53	28.95	23.19
Grade 4	36.96	30.36	40.54	36.96	46.43	40.54	26.09	23.21	18.92
Grade 5	25.93	22.64	15.29	46.30	33.96	51.76	27.78	43.40	32.94
Grade 6	28.57	30.22	41.01	37.50	40.29	35.39	33.93	29.50	23.60
Grade 7	33.03	35.59	37.59	37.61	38.14	42.55	29.36	26.27	19.86
Grade 8	22.92	32.08	38.52	40.63	44.34	38.52	36.46	23.58	22.95
Grade 11									
All Grades	28.66	30.78	34.53	40.30	40.98	42.15	31.03	28.24	23.32

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	27.66	21.05	24.64	53.19	47.37	52.17	19.15	31.58	23.19
Grade 4	19.57	19.64	18.92	50.00	44.64	60.81	30.43	35.71	20.27
Grade 5	20.37	26.42	11.76	51.85	41.51	56.47	27.78	32.08	31.76
Grade 6	21.43	24.46	33.71	48.21	51.80	43.82	30.36	23.74	22.47
Grade 7	28.44	27.97	34.04	51.38	44.92	47.52	20.18	27.12	18.44
Grade 8	21.88	24.53	29.51	42.71	51.89	42.62	35.42	23.58	27.87
All Grades	23.49	24.71	27.65	48.92	48.04	48.73	27.59	27.25	23.62

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	25.53	21.05	15.94	51.06	50.00	76.81	23.40	28.95	7.25
Grade 4	26.09	23.21	24.32	47.83	58.93	58.11	26.09	17.86	17.57
Grade 5	16.67	18.87	15.29	64.81	47.17	44.71	18.52	33.96	40.00
Grade 6	18.75	23.74	32.58	58.04	55.40	43.82	23.21	20.86	23.60
Grade 7	26.61	28.81	31.91	59.63	51.69	50.35	13.76	19.49	17.73
Grade 8	17.71	18.87	30.33	53.13	62.26	47.54	29.17	18.87	22.13
All Grades	21.55	23.14	27.20	56.47	55.10	50.97	21.98	21.76	21.82

Conclusions based on this data:

1. Based on the data, overall participation rates are strong (near or at 100% across grade levels), indicating consistent testing participation and reliable data for decision-making.
2. Based on the data, there is an increase in students meeting or exceeding standards in some grades (e.g., Grades 4 and 6), showing areas of academic growth that can be analyzed and replicated across other grade levels.
3. Based on the data, a significant percentage of students remain in the “Not Met” or “Below Standard” categories, particularly in certain grades, indicating a need for targeted interventions and support in core academic areas.

4. Based on the data, math domains such as problem solving and communicating reasoning show lower performance compared to basic concepts, highlighting a need to strengthen higher-order thinking and application skills in mathematics.

5. Based on the data, there are inconsistencies across grade levels and domains (ELA and Math strands), emphasizing the need for vertical alignment, data-driven instruction, and consistent instructional practices schoolwide.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1482.7	1428.4	1464.3	1458.5	1432.2	1458.7	1538.6	1419.5	1477.3	19	24	18
1	1447.1	1451.3	1431.7	1457.4	1435.8	1429.1	1436.3	1466.2	1433.7	12	11	15
2	1476.8	1497.7	1493.9	1472.7	1490.0	1493.9	1480.3	1504.9	1493.4	14	11	16
3	1484.6	1491.5	1456.8	1483.9	1499.3	1446.0	1484.9	1483.1	1467.1	16	12	16
4	1524.5	1533.8	1478.7	1518.8	1539.1	1459.8	1529.8	1527.9	1497.2	12	17	21
5	1520.0	1520.0	1498.6	1507.6	1511.5	1492.8	1531.8	1527.8	1504.2	13	12	20
6	1533.6	1482.7	1489.1	1525.4	1463.0	1457.5	1541.4	1502.3	1520.1	19	23	20
7	1556.5	1478.2	1507.4	1564.8	1451.9	1476.6	1547.8	1503.9	1537.7	18	25	26
8	1570.6	1497.0	1511.0	1576.3	1472.4	1485.5	1564.5	1521.2	1535.8	28	13	23
All Grades										151	148	175

Overall Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	52.63	16.67	44.44	21.05	29.17	33.33	15.79	41.67	16.67	10.53	12.50	5.56	19	24	18
1	8.33	9.09	13.33	58.33	72.73	20.00	16.67	0.00	40.00	16.67	18.18	26.67	12	11	15
2	7.14	36.36	12.50	50.00	27.27	68.75	35.71	27.27	18.75	7.14	9.09	0.00	14	11	16
3	12.50	25.00	6.25	37.50	25.00	18.75	31.25	33.33	25.00	18.75	16.67	50.00	16	12	16
4	16.67	35.29	14.29	58.33	47.06	28.57	25.00	5.88	14.29	0.00	11.76	42.86	12	17	21
5	30.77	16.67	20.00	38.46	50.00	15.00	15.38	16.67	25.00	15.38	16.67	40.00	13	12	20
6	26.32	13.04	0.00	42.11	34.78	40.00	15.79	13.04	20.00	15.79	39.13	40.00	19	23	20
7	44.44	12.00	11.54	22.22	20.00	34.62	11.11	12.00	11.54	22.22	56.00	42.31	18	25	26
8	21.43	7.69	17.39	50.00	23.08	21.74	14.29	30.77	26.09	14.29	38.46	34.78	28	13	23
All Grades	25.83	18.24	15.43	41.06	34.46	30.86	19.21	20.27	21.14	13.91	27.03	32.57	151	148	175

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	42.11	20.83	38.89	26.32	29.17	33.33	21.05	37.50	22.22	10.53	12.50	5.56	19	24	18
1	16.67	36.36	13.33	50.00	36.36	46.67	16.67	9.09	20.00	16.67	18.18	20.00	12	11	15
2	21.43	45.45	31.25	35.71	36.36	56.25	35.71	9.09	12.50	7.14	9.09	0.00	14	11	16
3	31.25	33.33	12.50	37.50	50.00	31.25	18.75	8.33	18.75	12.50	8.33	37.50	16	12	16
4	58.33	70.59	19.05	16.67	17.65	28.57	25.00	0.00	9.52	0.00	11.76	42.86	12	17	21
5	23.08	41.67	30.00	61.54	41.67	20.00	0.00	0.00	10.00	15.38	16.67	40.00	13	12	20
6	52.63	17.39	5.00	26.32	39.13	50.00	10.53	4.35	5.00	10.53	39.13	40.00	19	23	20
7	55.56	16.00	23.08	16.67	20.00	26.92	11.11	8.00	3.85	16.67	56.00	46.15	18	25	26
8	32.14	15.38	26.09	42.86	15.38	13.04	17.86	30.77	21.74	7.14	38.46	39.13	28	13	23
All Grades	37.75	30.41	22.29	34.44	30.41	32.57	17.22	12.84	13.14	10.60	26.35	32.00	151	148	175

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		20.83	50.00		16.67	27.78		50.00	11.11		12.50	11.11		24	18
1		18.18	6.67		54.55	26.67		18.18	33.33		9.09	33.33		11	15
2		27.27	6.25		27.27	68.75		27.27	12.50		18.18	12.50		11	16
3		8.33	0.00		25.00	25.00		41.67	25.00		25.00	50.00		12	16
4		11.76	0.00		41.18	33.33		35.29	28.57		11.76	38.10		17	21
5		16.67	10.00		16.67	5.00		50.00	30.00		16.67	55.00		12	20
6	5.26	8.70	15.00	36.84	17.39	15.00	42.11	30.43	30.00	15.79	43.48	40.00	19	23	20
7	22.22	0.00	11.54	27.78	28.00	23.08	22.22	24.00	26.92	27.78	48.00	38.46	18	25	26
8	14.29	0.00	17.39	46.43	30.77	21.74	14.29	30.77	21.74	25.00	38.46	39.13	28	13	23
All Grades	15.89	11.49	13.14	33.77	27.03	26.29	29.14	34.46	24.57	21.19	27.03	36.00	151	148	175

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	36.84	12.50	38.89	47.37	70.83	61.11	15.79	16.67	0.00	19	24	18
1	58.33	54.55	40.00	33.33	27.27	46.67	8.33	18.18	13.33	12	11	15
2	21.43	45.45	62.50	78.57	54.55	37.50	0.00	0.00	0.00	14	11	16
3	25.00	16.67	12.50	56.25	66.67	43.75	18.75	16.67	43.75	16	12	16
4	50.00	58.82	19.05	33.33	29.41	47.62	16.67	11.76	33.33	12	17	21
5	23.08	25.00	25.00	69.23	66.67	35.00	7.69	8.33	40.00	13	12	20
6	15.79	26.09	5.00	68.42	34.78	65.00	15.79	39.13	30.00	19	23	20
7	33.33	20.00	11.54	38.89	28.00	53.85	27.78	52.00	34.62	18	25	26
8	17.86	7.69	34.78	60.71	46.15	43.48	21.43	46.15	21.74	28	13	23
All Grades	29.14	27.70	26.29	54.97	45.95	48.57	15.89	26.35	25.14	151	148	175

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	31.58	33.33	27.78	57.89	50.00	61.11	10.53	16.67	11.11	19	24	18
1	8.33	0.00	13.33	75.00	81.82	60.00	16.67	18.18	26.67	12	11	15
2	21.43	9.09	18.75	64.29	81.82	81.25	14.29	9.09	0.00	14	11	16
3	31.25	58.33	37.50	56.25	33.33	25.00	12.50	8.33	37.50	16	12	16
4	41.67	82.35	23.81	58.33	5.88	23.81	0.00	11.76	52.38	12	17	21
5	69.23	66.67	45.00	15.38	16.67	20.00	15.38	16.67	35.00	13	12	20
6	63.16	34.78	15.00	31.58	26.09	45.00	5.26	39.13	40.00	19	23	20
7	77.78	28.00	26.92	11.11	20.00	26.92	11.11	52.00	46.15	18	25	26
8	67.86	30.77	34.78	25.00	38.46	26.09	7.14	30.77	39.13	28	13	23
All Grades	49.01	38.51	27.43	41.06	35.81	38.86	9.93	25.68	33.71	151	148	175

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	47.37	20.83	38.89	47.37	62.50	55.56	5.26	16.67	5.56	19	24	18
1	16.67	36.36	13.33	58.33	54.55	46.67	25.00	9.09	40.00	12	11	15
2	7.14	0.00	0.00	71.43	81.82	87.50	21.43	18.18	12.50	14	11	16
3	6.25	8.33	0.00	50.00	50.00	43.75	43.75	41.67	56.25	16	12	16
4	16.67	11.76	0.00	58.33	70.59	52.38	25.00	17.65	47.62	12	17	21
5	23.08	16.67	10.00	46.15	50.00	25.00	30.77	33.33	65.00	13	12	20
6	10.53	8.70	10.00	63.16	30.43	30.00	26.32	60.87	60.00	19	23	20
7	33.33	4.00	19.23	27.78	32.00	26.92	38.89	64.00	53.85	18	25	26
8	28.57	7.69	17.39	42.86	30.77	39.13	28.57	61.54	43.48	28	13	23
All Grades	22.52	12.16	12.57	50.33	49.32	43.43	27.15	38.51	44.00	151	148	175

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	63.16	29.17	76.47	31.58	50.00	17.65	5.26	20.83	5.88	19	24	17
1	16.67	18.18	13.33	66.67	63.64	46.67	16.67	18.18	40.00	12	11	15
2	35.71	54.55	37.50	57.14	27.27	50.00	7.14	18.18	12.50	14	11	16
3	18.75	8.33	6.25	68.75	66.67	50.00	12.50	25.00	43.75	16	12	16
4	25.00	47.06	9.52	66.67	41.18	66.67	8.33	11.76	23.81	12	17	21
5	23.08	33.33	10.00	61.54	50.00	70.00	15.38	16.67	20.00	13	12	20
6	31.58	13.04	20.00	57.89	47.83	65.00	10.53	39.13	15.00	19	23	20
7	16.67	12.00	15.38	66.67	56.00	65.38	16.67	32.00	19.23	18	25	26
8	10.71	0.00	4.35	82.14	69.23	69.57	7.14	30.77	26.09	28	13	23
All Grades	26.49	22.97	20.11	62.91	52.03	57.47	10.60	25.00	22.41	151	148	174

Conclusions based on this data:

1. Based on the data, the percentage of students performing at Level 4 (highest proficiency) has declined overall (25.83% ? 15.43%), indicating a need to increase the number of students reaching advanced English proficiency.
2. Based on the data, the percentage of students at Level 1 (lowest proficiency) has increased (13.91% ? 32.57%), highlighting a critical need for intensified support for students at the earliest stages of language development.
3. Based on the data, oral language performance has decreased in the “well developed” category (37.75% ? 22.29%), indicating a need to strengthen speaking and listening opportunities across content areas.
4. Based on the data, reading and writing domains show increasing percentages of students in the “beginning” levels, suggesting a need for targeted literacy interventions, particularly in academic language and comprehension skills.
5. Based on the data, there are variations across grade levels and domains, indicating the need for consistent, vertically aligned ELD instruction and ongoing progress monitoring to ensure students are progressing toward reclassification.

School and Student Performance Data

Reclassification Rate

2023-24

2023-24 HLPUSD Reclassification Rate by School

(from Aeries 7/1/2023 - 6/30/2024)

School	# of new RFEP	# of EL	Reclassification Rate (# new RFEP/# new RFEP + Total # ELs x 100)
Cedarlane	36	146	19.78%
HLPUSD	513	2802	15.48%

2024-25

2024-25 HLPUSD Reclassification Rate by School

(from Aeries 7/1/2024 - 6/30/2025)

School	# of new RFEP	# of EL	Reclassification Rate (# new RFEP/# new RFEP + Total # ELs x 100)
Cedarlane	42	166	20.19%
HLPUSD	489	2488	16.43%

Conclusions based on this data:

1. Based on the data, Cedarlane's reclassification rate increased from 19.78% in 2023–24 to 20.19% in 2024–25, indicating positive growth in supporting English Learners toward proficiency.
2. Based on the data, Cedarlane's reclassification rate is consistently higher than the district average (20.19% vs. 16.43% in 2024–25), highlighting effective practices that can be sustained and potentially shared.
3. Based on the data, the number of English Learners has increased (146 ? 166), indicating a continued need to strengthen ELD instruction and supports to maintain or improve reclassification rates as the EL population grows.

Kindergarten DIBELS Results for 2025-26

ASSESSMENT	REPORTING PERIOD	POPULATION
DIBELS 8th Edition	25-26: BOY, MOY	Hacienda La Puente USD, Cedarlane Academy Elementary, Grade K

Benchmark performance

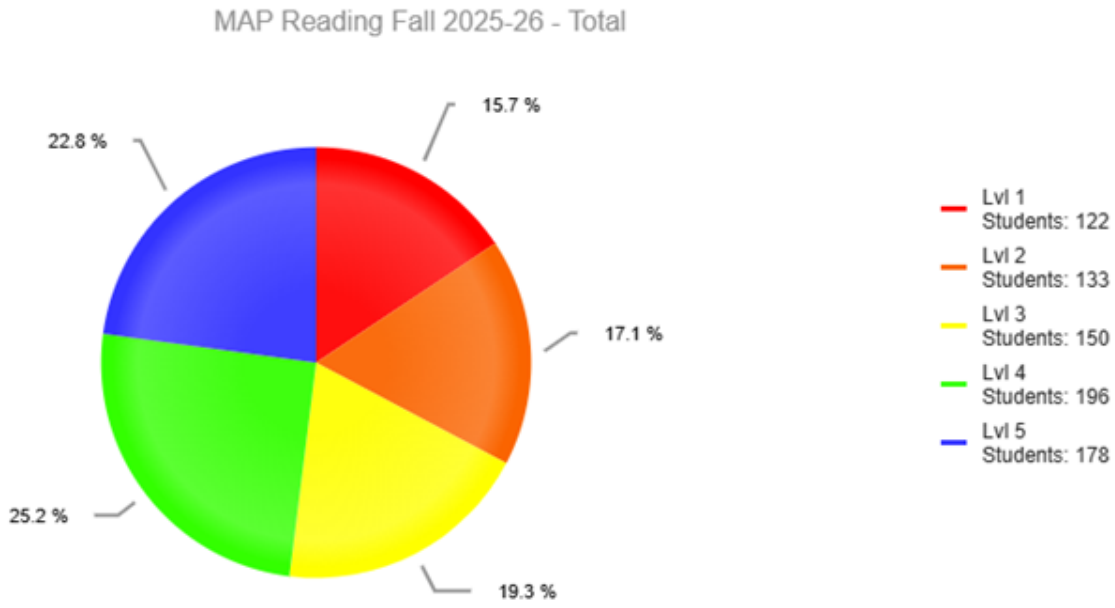
Well below | Below | At | Above

Population	Measure		Levels	Students
Population selected	Composite Score	BOY	54% (24) 9% 14% 23% (10)	44
		MOY	47% (21) 13% 22% (10) 18% (8)	45
	Letter Names (LNF)	BOY	52% (23) 14% 34% (15)	44
		MOY	49% (22) 9% 42% (19)	45
	Phonemic Awareness (PSF)	BOY	27% (12) 41% (18) 30% (13) 2%	44
		MOY	67% (30) 20% (9) 13%	45

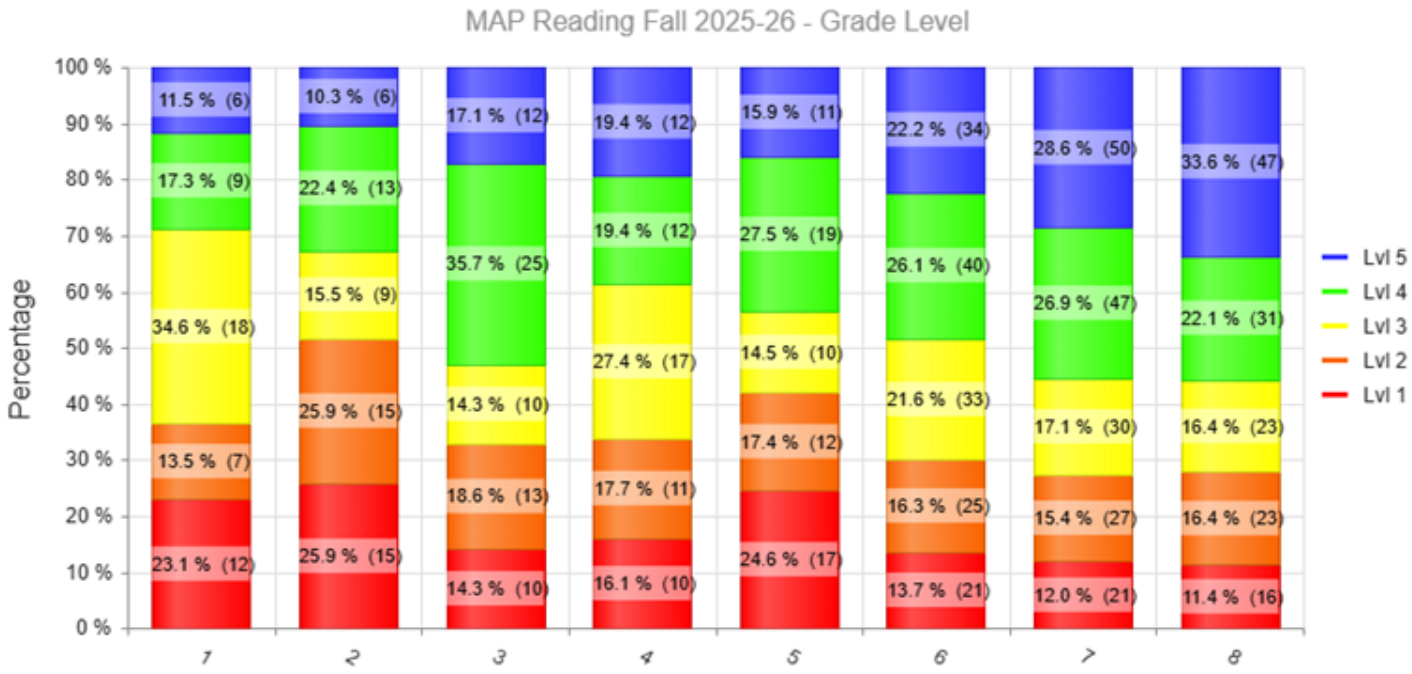
Conclusions based on this data:

1. Based on the data, there was a slight improvement in overall composite scores, with students in the “well below” category decreasing (54% ? 47%) and an increase in students at benchmark (14% ? 22%), indicating some growth but continued need for early literacy support.
2. Based on the data, letter name fluency (LNF) showed growth, with students at benchmark increasing (34% ? 42%) and a decrease in students well below, suggesting effective instruction in foundational literacy skills.
3. Based on the data, phonemic awareness (PSF) remains a significant area of need, with a large percentage of students still in the “well below” category (increasing to 67%), indicating a critical need for targeted intervention in early phonics and sound awareness skills.

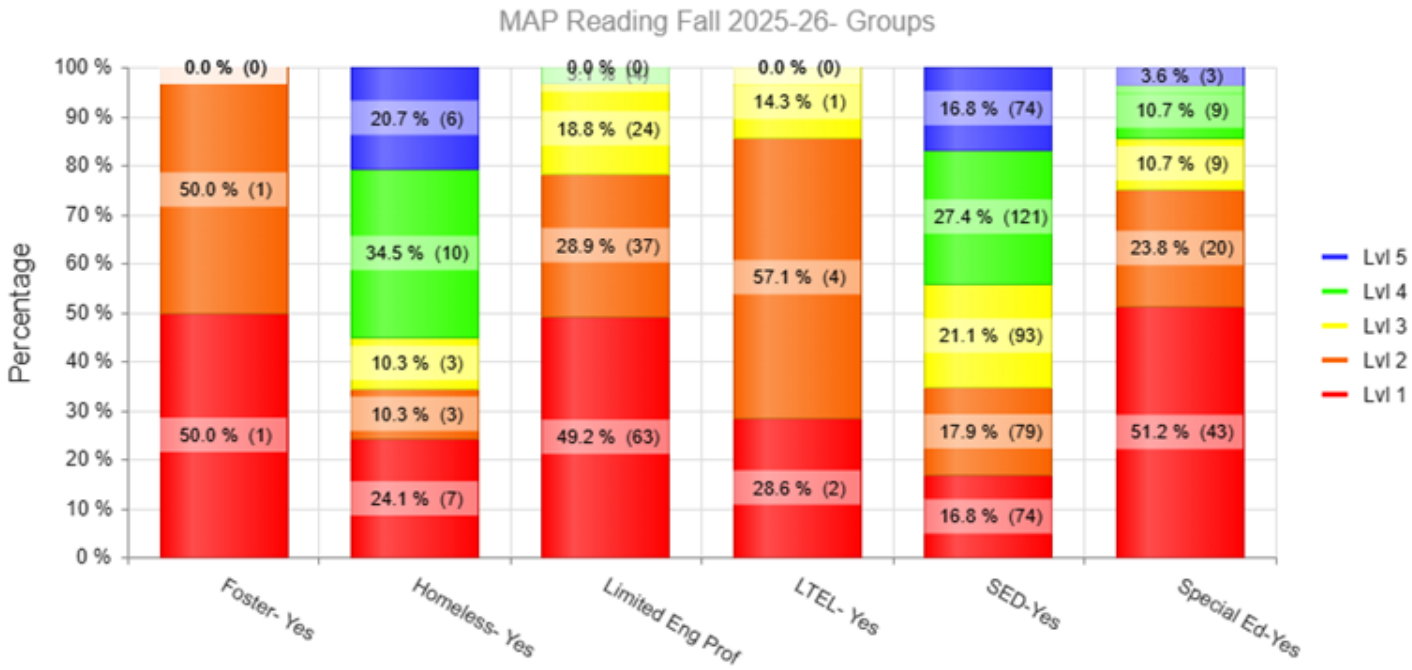
Grades 1-12 MAP Reading Results for 2025-26



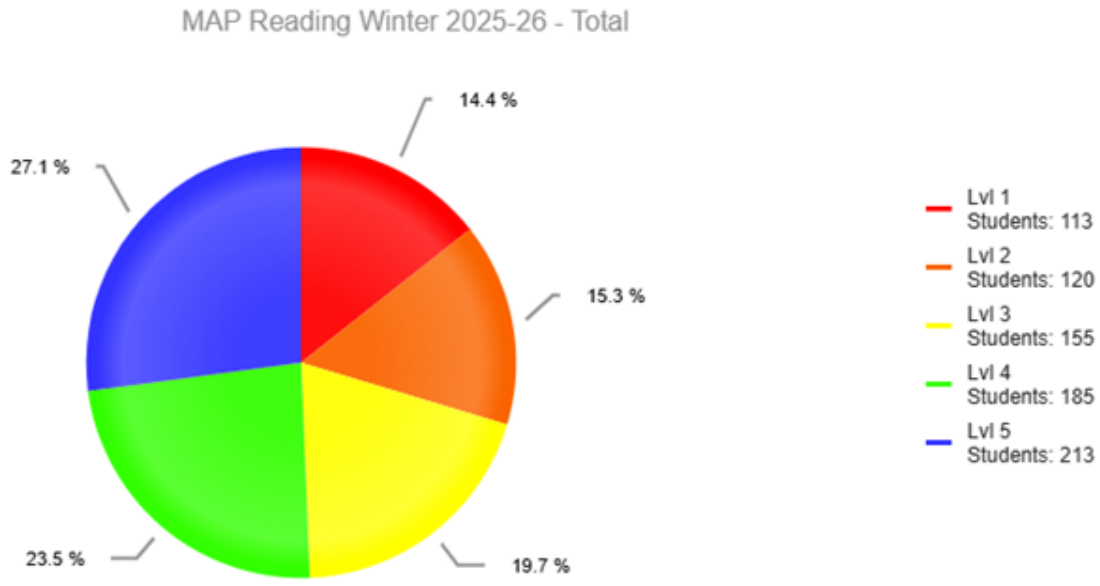
Schools: Cedarlane Academy Elem, Cedarlane Academy Middle
Grades: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12



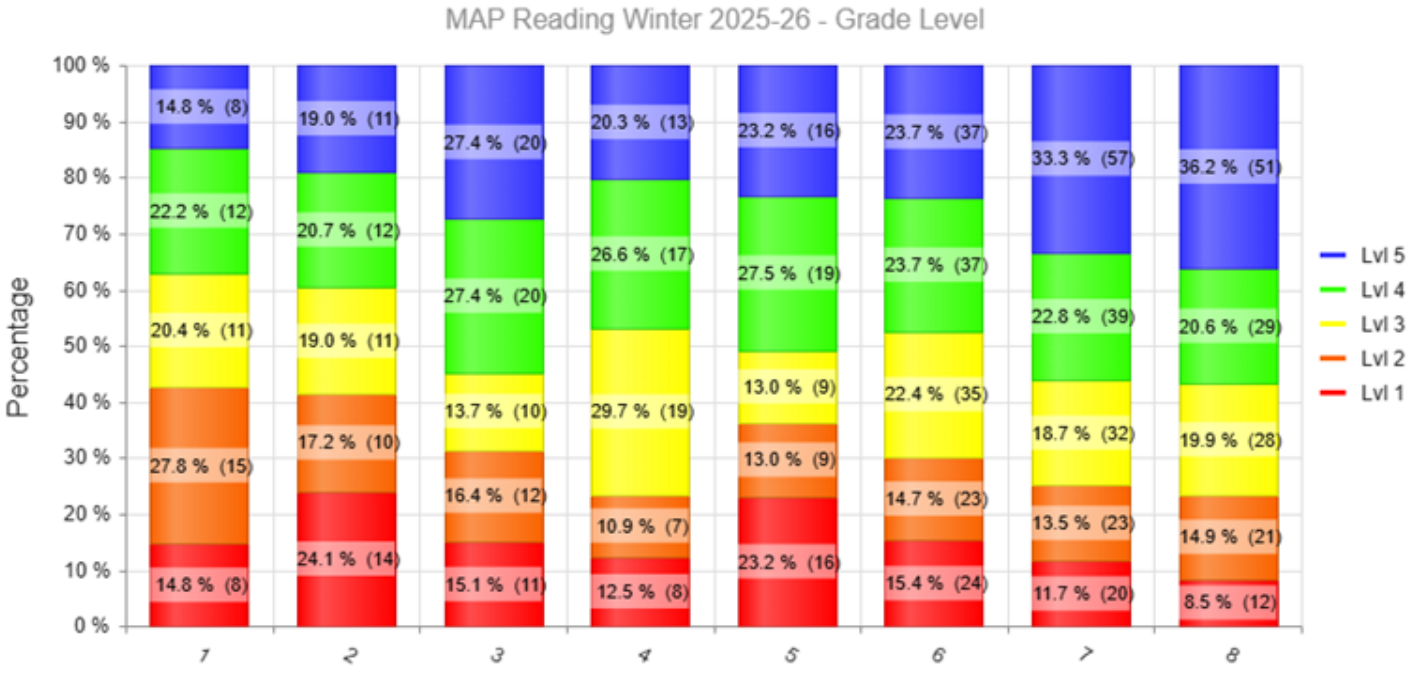
Schools: Cedarlane Academy Elem, Cedarlane Academy Middle



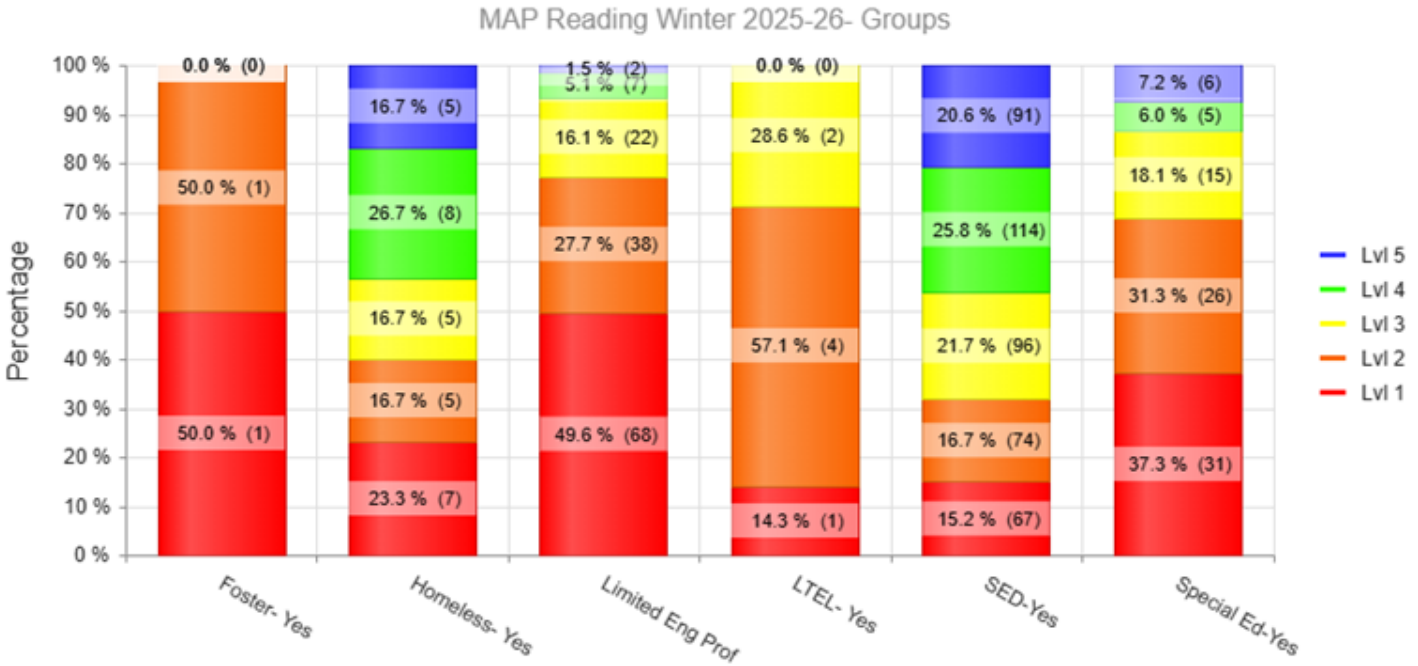
Schools: Cedarlane Academy Elem, Cedarlane Academy Middle
Grades: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12



Schools: Cedarlane Academy Elem, Cedarlane Academy Middle
Grades: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12



Schools: Cedarlane Academy Elem, Cedarlane Academy Middle



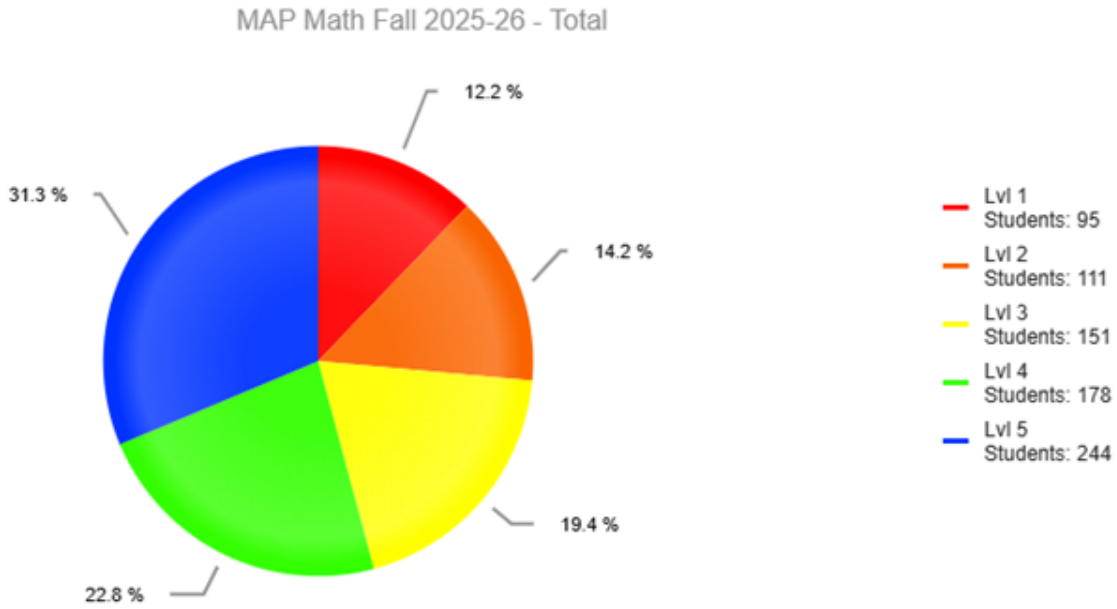
Schools: Cedarlane Academy Elem, Cedarlane Academy Middle
Grades: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Conclusions based on this data:

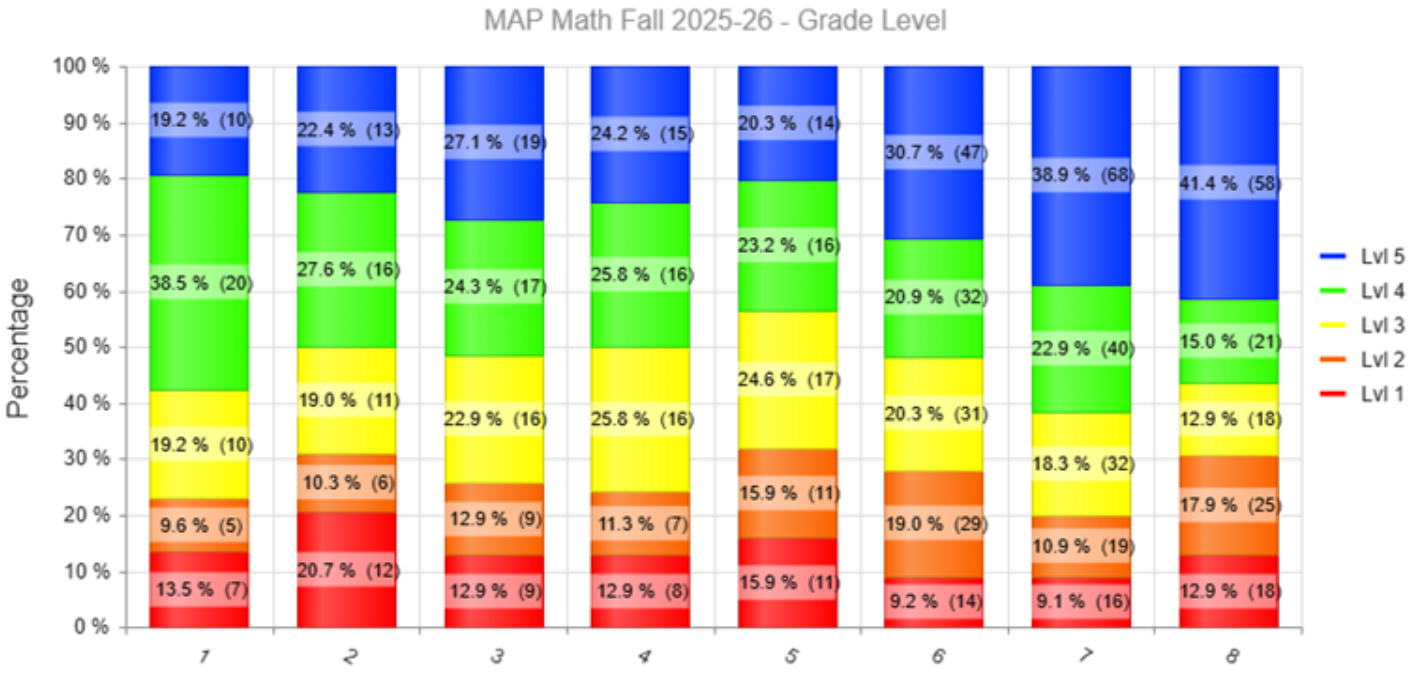
1. Based on data, there is an increase in students performing at Levels 4 and 5 from Fall to Winter, indicating positive academic growth and the impact of current instructional practices.
2. Based on data, a consistent percentage of students remain in Levels 2 and 3, suggesting a need for targeted support to move students from approaching proficiency to meeting or exceeding standards.
3. Based on data, there is a slight decrease in students at Level 1; however, this group remains significant and requires continued intervention and differentiated instruction.
4. Based on data, there are noticeable disparities among student groups, highlighting the need to strengthen equitable practices and targeted supports for underserved populations.

5. Based on data, performance varies across grade levels, indicating the importance of implementing grade-level specific strategies and monitoring progress through PLC collaboration and data cycles.

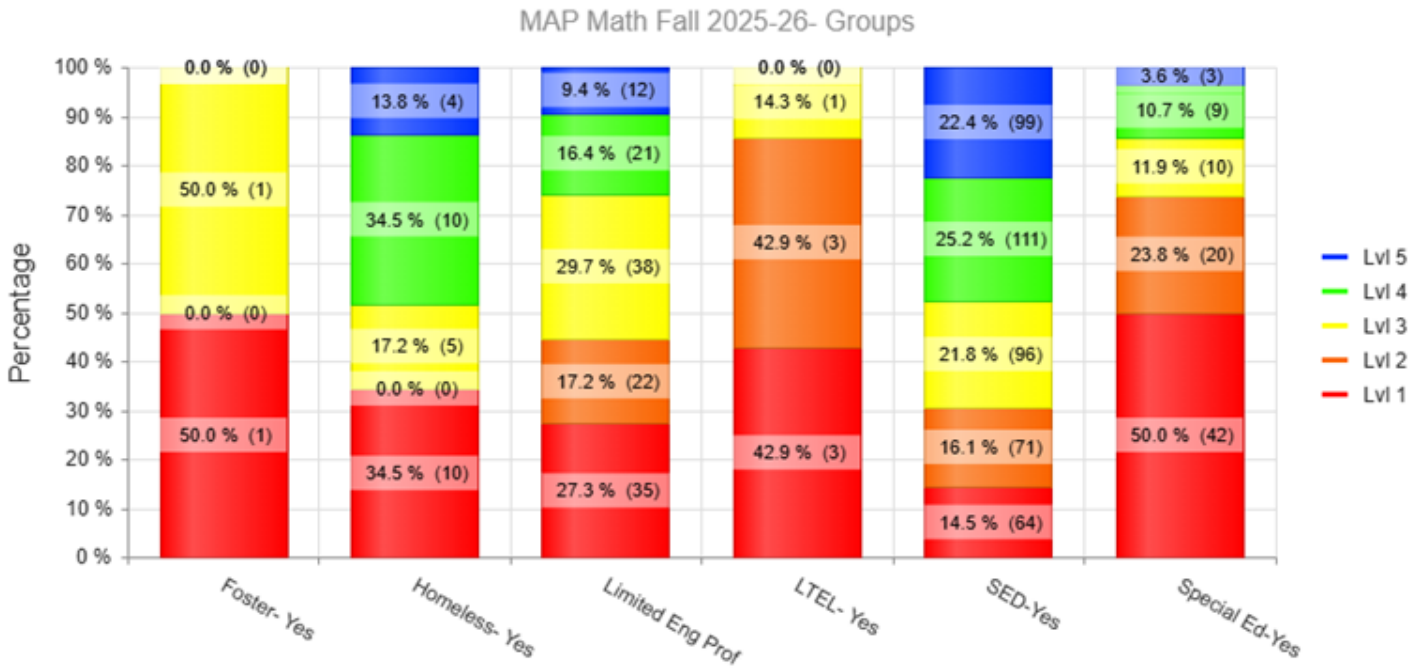
K-12 MAP Math Results for 2025-26



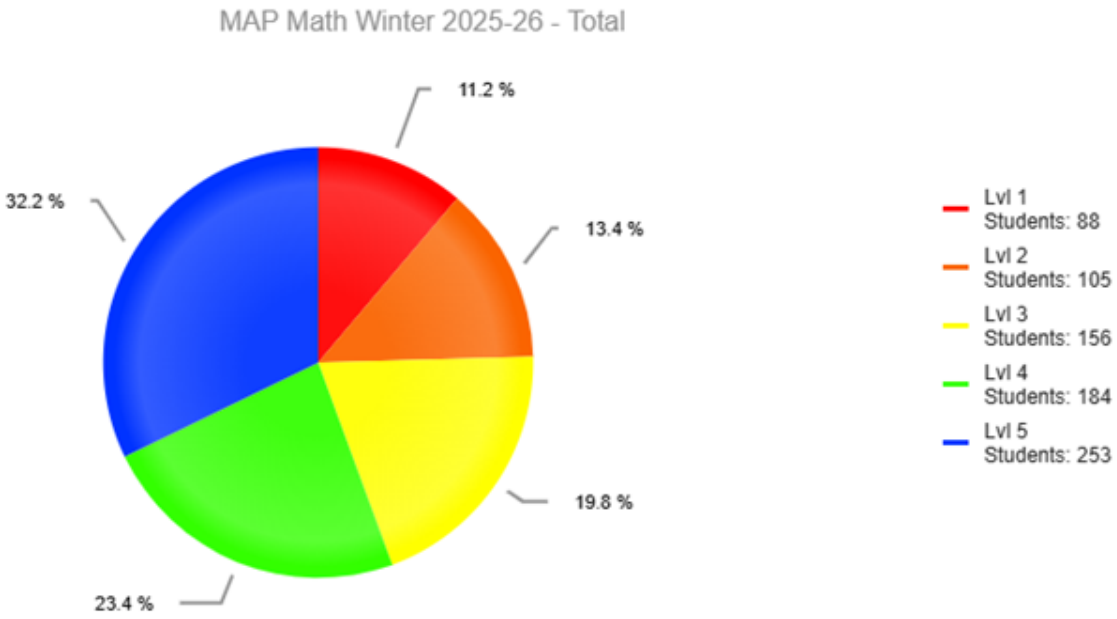
Schools: Cedarlane Academy Elem, Cedarlane Academy Middle
Grades: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12



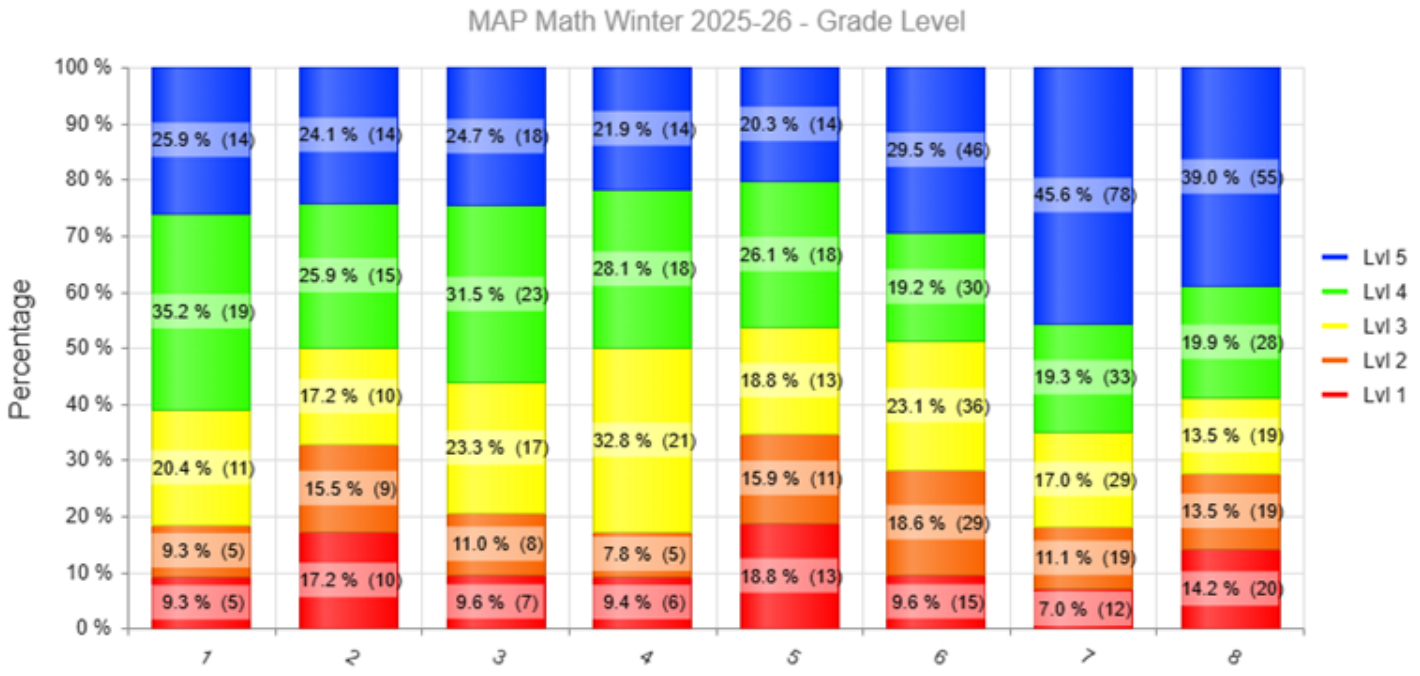
Schools: Cedarlane Academy Elem, Cedarlane Academy Middle



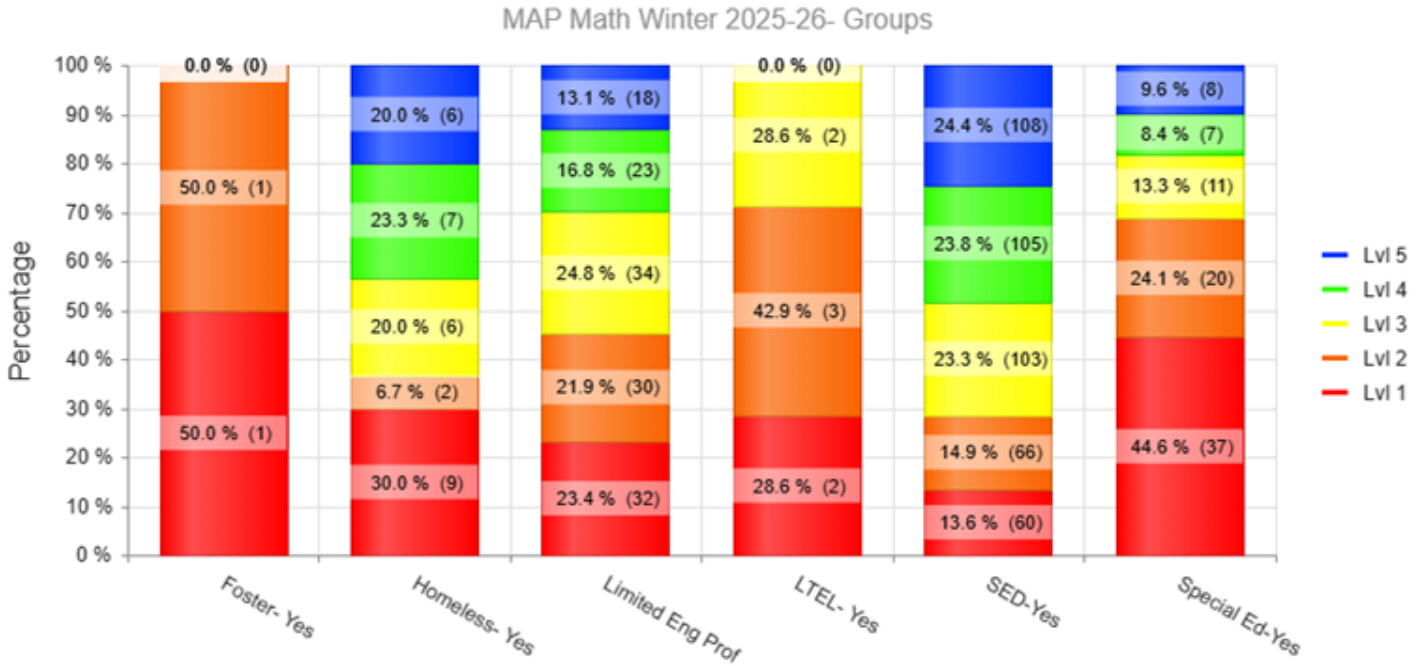
Schools: Cedarlane Academy Elem, Cedarlane Academy Middle
Grades: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12



Schools: Cedarlane Academy Elem, Cedarlane Academy Middle
Grades: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12



Schools: Cedarlane Academy Elem, Cedarlane Academy Middle



Schools: Cedarlane Academy Elem, Cedarlane Academy Middle
Grades: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Conclusions based on this data:

1. Based on data, there is an increase in students performing at Level 5 from Fall to Winter (approximately 31% to 32%), indicating overall growth in high achievement.
2. Based on data, Levels 1 and 2 show a slight decrease from Fall to Winter, suggesting that some students are moving out of the lowest performance bands but still require continued support.
3. Based on data, a significant portion of students remain in Levels 2 and 3, highlighting the need for targeted instruction to accelerate students toward proficiency (Levels 4 and 5).
4. Based on data, there are noticeable achievement gaps among student groups, with some groups (e.g., SPED and Foster Youth) showing higher concentrations in Levels 1 and 2.

5. Based on data, performance varies across grade levels, with some grades demonstrating stronger distributions in Levels 4 and 5, indicating a need for differentiated, grade-specific instructional strategies.

At-Risk LTEL/LTEL Monitoring Report

At-Risk LTEL Monitoring Report

School	Grade Lev	Years in US School	IEP	Summative ELPAC Level	SBAC ELA Achievement	NWEA MAP Reading	Course Grades English/ELA
Cedarlane Elem	4	5	No	2 - Somewhat Developed |	1 - Standard Not Met (5/1/2025)		
Cedarlane Elem	4	4	No	2 - Somewhat Developed |	2 - Standard Nearly Met	38 (1/13/2026)	D (2025/2026 - Trimester 1)
Cedarlane Elem	4	4	No	2 - Somewhat Developed |	1 - Standard Not Met (3/19/2025)	12 (1/13/2026)	D (2025/2026 - Trimester 1)
Cedarlane Elem	4	4	Yes	1 - Minimally Developed |	1 - Standard Not Met (3/19/2025)	3 (1/13/2026)	C (2025/2026 - Trimester 1)
Cedarlane Elem	4	4	Yes	1 - Minimally Developed |	1 - Standard Not Met (3/19/2025)	32 (1/13/2026)	F (2025/2026 - Trimester 1)
Cedarlane Elem	5	5	No	3 - Moderately Developed |	1 - Standard Not Met (3/19/2025)	14 (1/13/2026)	D (2025/2026 - Trimester 1)
Cedarlane Elem	5	5	No	3 - Moderately Developed |	1 - Standard Not Met (3/19/2025)	11 (1/13/2026)	C (2025/2026 - Trimester 1)
Cedarlane Elem	5	5	No	2 - Somewhat Developed |	1 - Standard Not Met (3/19/2025)	19 (1/13/2026)	C (2025/2026 - Trimester 1)
Cedarlane Elem	5	4	No	2 - Somewhat Developed |	1 - Standard Not Met (3/19/2025)	27 (1/13/2026)	D (2025/2026 - Trimester 1)
Cedarlane Elem	5	5	Yes	3 - Moderately Developed |	2 - Standard Nearly Met	24 (1/13/2026)	D (2025/2026 - Trimester 1)
Cedarlane Elem	5	5	No	3 - Moderately Developed |	1 - Standard Not Met (3/19/2025)	27 (1/13/2026)	C (2025/2026 - Trimester 1)
Cedarlane Academ	7	4	No	2 - Somewhat Developed |	1 - Standard Not Met (3/19/2025)	32 (1/12/2026)	B- (2025/2026 - Semester 1)
Cedarlane Academ	7	5	No	1 - Minimally Developed |	1 - Standard Not Met (3/19/2025)	1 (1/12/2026)	C- (2025/2026 - Semester 1)

LTEL Monitoring Report

School	Grade Level	Years in US School	IEP	Summative ELPAC Level	SBAC ELA Achievement Level	NWEA MAP Reading Percentile	Course Grades English/ELA Level Grade
Cedarlane Academy MS	6	>5	Yes	2 - Somewhat Developed | ELPAC Summative | 04/18/2025	1 - Standard Not Met (3/19/2025)	3 (1/12/2026)	C- (2025/2026 - Semester 1)
Cedarlane Academy MS	6	>5	Yes	1 - Minimally Developed | ELPAC Summative | 04/21/2025	1 - Standard Not Met (3/19/2025)	3 (1/12/2026)	A- (2025/2026 - Semester 1)
Cedarlane Academy MS	6	>5	No	2 - Somewhat Developed | ELPAC Summative | 04/18/2025	1 - Standard Not Met (3/19/2025)	28 (1/12/2026)	D (2025/2026 - Semester 1)
Cedarlane Academy MS	6	>5	No	3 - Moderately Developed | ELPAC Summative | 02/21/2025	1 - Standard Not Met (5/13/2025)	34 (1/12/2026)	B (2025/2026 - Semester 1)
Cedarlane Academy MS	6	>5	Yes	3 - Moderately Developed | ELPAC Summative | 04/21/2025	3 - Standard Met (3/19/2025)	37 (1/12/2026)	D (2025/2026 - Semester 1)
Cedarlane Academy MS	6	>5	No	1 - Minimally Developed | ELPAC Summative | 04/24/2025	1 - Standard Not Met (3/24/2025)	3 (1/12/2026)	F (2025/2026 - Semester 1)
Cedarlane Academy MS	6	>5	Yes	2 - Somewhat Developed | ELPAC Summative | 04/24/2025	1 - Standard Not Met (3/19/2025)	19 (1/13/2026)	D (2024/2025 - Trimester 3)
Cedarlane Academy MS	6	>5	No	2 - Somewhat Developed | ELPAC Summative | 05/17/2022		24 (1/12/2026)	C+ (2025/2026 - Semester 1)
Cedarlane Academy MS	7	>5	Yes	3 - Moderately Developed | ELPAC Summative | 04/23/2025	2 - Standard Nearly Met (3/19/2025)	10 (1/12/2026)	F (2025/2026 - Semester 1)
Cedarlane Academy MS	7	>5	Yes	2 - Somewhat Developed | ELPAC Summative | 04/24/2025	1 - Standard Not Met (3/19/2025)	34 (1/20/2026)	F (2024/2025 - Six Week Cycle 2)

LTEL Monitoring Report

School	Grade Level	Years in US School	IEP	Summative ELPAC Level	SBAC ELA Achievement Level	NWEA MAP Reading Percentile	Course Grades English/ELA Level Grade
Cedarlane Academy MS	7	>5	No	2 - Somewhat Developed | ELPAC Summative | 04/24/2025	1 - Standard Not Met (3/19/2025)	32 (1/12/2026)	C- (2025/2026 - Semester 1)
Cedarlane Academy MS	7	>5	Yes	2 - Somewhat Developed | ELPAC Summative | 04/25/2025	2 - Standard Nearly Met (3/19/2025)	30 (1/12/2026)	B (2025/2026 - Semester 1)
Cedarlane Academy MS	8	>5	No	3 - Moderately Developed | ELPAC Summative | 04/04/2025	2 - Standard Nearly Met (3/19/2025)	28 (1/12/2026)	D- (2025/2026 - Semester 1)
Cedarlane Academy MS	8	>5	No	2 - Somewhat Developed | ELPAC Summative | 04/17/2025	1 - Standard Not Met (3/31/2025)	55 (1/12/2026)	C- (2025/2026 - Semester 1)
Cedarlane Academy MS	8	>5	Yes	3 - Moderately Developed | ELPAC Summative | 04/18/2025	1 - Standard Not Met (3/19/2025)	66 (1/12/2026)	D (2025/2026 - Semester 1)

Please provide data conclusions for "all EL students" AND dually identified (SWD and LTEL) .

Conclusions based on this data:

1. Based on data, the majority of LTEL students are performing at ELPAC Levels 1 and 2 (Minimally to Somewhat Developed), indicating a need for intensified language development support.
2. Based on data, most students are identified as "Standard Not Met" on SBAC ELA, showing a consistent gap between language proficiency and grade-level academic performance.
3. Based on data, NWEA MAP Reading percentiles for many students fall in the low range (often below 30th percentile), suggesting significant reading skill gaps across grade levels.
4. Based on data, course grades in English/ELA vary (ranging from A to F), indicating a misalignment between classroom performance and standardized assessment outcomes for LTEL students.

RFEP Monitoring Report

RFEP Monitoring Report

School	Grade Level	RFEP Status	IEP	SBAC ELA Achievement Level	NWEA MAP Reading Percentile	Course Grades English/ELA Level Grade
Cedarlane Elem	1	Monitored Year 1	No		32 (1/14/2026)	4 (2025/2026 - Trimester 1)
Cedarlane Elem	1	Monitored Year 1	No		27 (1/21/2026)	3 (2025/2026 - Trimester 1)
Cedarlane Elem	3	Monitored Year 3	No		16 (1/13/2026)	C (2025/2026 - Trimester 1)
Cedarlane Academy MS	6	Monitored Year 3	Yes	1 - Standard Not Met (3/19/2025)	17 (1/12/2026)	C (2025/2026 - Semester 1)
Cedarlane Academy MS	6	Monitored Year 3	Yes	1 - Standard Not Met (4/15/2025)	24 (1/15/2026)	D (2024/2025 - Trimester 3)
Cedarlane Academy MS	6	Monitored Year 3	No	2 - Standard Nearly Met	37 (1/12/2026)	D+ (2025/2026 - Semester 1)
Cedarlane Academy MS	7	Monitored Year 3	Yes	1 - Standard Not Met (4/15/2025)	24 (1/13/2026)	C (2023/2024 - Trimester 3)
Cedarlane Academy MS	7	Monitored Year 4	No	3 - Standard Met (3/19/2025)	32 (1/12/2026)	F (2025/2026 - Semester 1)
Cedarlane Academy MS	7	Monitored Year 3	Yes	1 - Standard Not Met (3/19/2025)	2 (8/18/2025)	B (2023/2024 - Trimester 3)
Cedarlane Academy MS	7	Monitored Year 3	No	2 - Standard Nearly Met	7 (1/12/2026)	F (2025/2026 - Semester 1)

Conclusions based on this data:

1. Based on data, many RFEP students have low NWEA MAP Reading percentiles (primarily between the teens and 30s), indicating ongoing gaps in reading achievement despite reclassification.
2. Based on data, a significant number of RFEP students are still performing at “Standard Not Met” or “Nearly Met” on SBAC ELA, suggesting that reclassification has not yet translated to consistent grade-level proficiency.
3. Based on data, course grades in English/ELA range widely (from strong grades to D/F), highlighting inconsistency between classroom performance and assessment outcomes, and the need for continued monitoring and targeted support.

Resource Inequities (Required - CSI, TSI, ATSI)

All Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI) and Additional Targeted Support and Improvement (ATSI) schools must conduct a review of Resource Inequities with the school's educational partners as part of the required Comprehensive Needs Assessment. LEA and school-level budgeting may be considered in the review. Resource Inequities shall be addressed through implementation of the SPSA. Schools may use Resource Inequities Suggested Reflection Questions as a resource. Note that responses to questions 1 through 3 must be actionable at the school site.

Identify and describe any resource inequities identified as a result of the required needs assessment using the following prompts.

1. What actionable inequities were identified by the school?

2. Which inequities are priorities for the school to address?

3. Summarize how the identified resource inequities are addressed in the SPSA.

4. If relevant, describe any resource inequities that were identified during the review that are not actionable at the school site, but which impact student achievement. If not relevant, write "NA" in the textbox below.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Please refer to Instructions for additional guidance.

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

This section summarizes findings from various stakeholder surveys conducted throughout the school year, which informed our needs assessment and strategic planning, including input for the Local Control and Accountability Plan (LCAP).

Stakeholder Input Instruments:

California Healthy Kids Survey (CHKS)

Parent, Student, and Staff Needs Assessments

ELAC, SSC, and informal staff surveys

LCAP Stakeholder Engagement Sessions

Key Findings:

ELA and Math Interventions: Parents and staff consistently indicated a strong need for targeted academic interventions in English Language Arts and Math. There was specific support for hiring a math interventionist at both the elementary and middle school levels, should funding be available.

After-School Academic Support: Parents expressed a desire for increased access to after-school tutoring options to reinforce core subjects and help struggling students.

Digital Tools and Resources: Staff and parents voiced strong support for the continuation of digital platforms that support literacy and numeracy at home and in school. These included:

AR/STAR, LEXIA, DreamBox, BrainPOP, Vantage Learning, and Leveled Learning

Requests for additional home-school connected reading programs that can supplement instruction and boost student reading fluency and comprehension.

General School Support: Teachers noted the need for additional instructional staff and interventionists to provide more targeted, small-group instruction during the school day.

MTSS TOSA, Interventionist, after school tutoring, Saturday school intervention, before school tutoring/intervention.

ELD intervention - school day for 4th - 8th grade

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations were conducted on a weekly basis across grade levels and subject areas, with a focus on instructional quality, student engagement, and implementation of school-wide initiatives.

Key Observational Themes:

Technology Integration: All classrooms demonstrated regular use of technology, with students accessing learning platforms, digital tools, and online collaboration spaces as part of daily instruction.

NPDL (New Pedagogies for Deep Learning): Evidence of NPDL was visible in many classrooms, particularly in the form of collaborative learning. Students engaged in peer-to-peer discussion, group projects, and inquiry-based learning, reflecting a shift toward deeper engagement and 21st-century skill development.

Student Engagement: Observers noted an increase in student voice, collaboration, and independence, with students taking more active roles in their learning through structured group work and project-based activities.

Analysis of Current Instructional Program

Referring to the California School Dashboard (Dashboard) identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for SWP, ATSI, TSI and/or CSI.

Standards, Assessment, and Accountability

Use of state and district assessments to modify instruction and improve student achievement,

specifically related to identified student groups

Dashboard Indicators and Performance Gaps
Referring to the California School Dashboard, the following areas were identified as needing significant improvement:

(a) State Indicators with “Red” or “Orange” Performance Levels

Chronis Absenteeism:
1. Based on the data, chronic absenteeism remains a significant concern, with approximately 19% of students statewide identified as chronically absent, indicating that nearly 1 in 5 students are missing 10% or more of instructional days.
2. Based on the data, although chronic absenteeism rates have decreased from post-pandemic highs, progress has slowed, suggesting that attendance challenges persist and require continued targeted interventions.
3. Based on the data, chronic absenteeism levels remain higher than pre-pandemic rates, highlighting an ongoing need to strengthen student engagement, family outreach, and systems of support to improve attendance

To address chronic absenteeism in a school setting, it is important to implement a comprehensive, tiered system of supports that promotes consistent attendance for all students while providing targeted interventions for those most at risk. At the universal level, schools should establish a strong culture of attendance by consistently communicating expectations, celebrating positive attendance, and creating engaging, welcoming environments where students feel connected and valued. For students beginning to show attendance concerns, schools can implement strategies such as check-in/check-out systems, goal setting, and increased communication with families to address concerns early. For students who are chronically absent, individualized plans that involve counselors, administrators, and families are essential, along with the use of structured processes such as SART or SARB when appropriate.

Equally important is strengthening partnerships with families by providing clear communication about the importance of attendance and offering support to address barriers such as transportation, health, or family challenges. Schools should regularly monitor attendance data, disaggregate it by student groups, and engage in ongoing data discussions to identify trends and respond quickly. Creating a strong sense of belonging through positive relationships, student recognition, and opportunities for student voice can also significantly improve attendance. Additionally, ensuring that instruction is engaging, relevant, and supportive—particularly for students who may be struggling academically can reduce avoidance behaviors linked to absenteeism. Ultimately, improving attendance requires a collective effort, where all staff share responsibility for fostering a positive school climate, building relationships, and supporting students and families to ensure every student is present and ready to learn.

Suspension Data
1. Based on the data, suspension rates remain relatively low statewide, with averages around 2–3%, indicating that most students are not removed from instruction due to disciplinary actions.
2. Based on the data, suspension rates have generally stabilized with minimal year-to-year change, suggesting that while progress has been made, reductions in disciplinary actions have plateaued and require continued focus.
3. Based on the data, disparities persist among student groups, with higher suspension rates observed for groups such as foster youth and certain racial/ethnic populations, highlighting the need for more equitable discipline practices.

To improve suspension rates in a school setting, it is essential to focus on creating a proactive,

supportive, and equitable school climate that prioritizes prevention over punishment. Schools can implement restorative practices that emphasize relationship-building, accountability, and repairing harm rather than relying solely on exclusionary discipline. Providing ongoing professional development for staff on trauma-informed practices, de-escalation strategies, and culturally responsive teaching can help ensure that student behaviors are addressed with understanding and consistency. Additionally, establishing clear and consistent expectations across campus, along with positive behavior interventions and supports (PBIS), can reinforce appropriate student behavior and reduce disciplinary incidents.

It is also important to regularly analyze discipline data to identify trends and disparities among student groups, allowing schools to respond with targeted interventions and supports. Strengthening student connections to school through mentorship programs, counseling services, and opportunities for student voice can further reduce behavioral issues. Partnering with families to address underlying challenges and maintaining open lines of communication can also support positive outcomes. Ultimately, reducing suspension rates requires a collective effort from all staff to build a safe, inclusive, and engaging environment where students feel respected, supported, and motivated to make positive choices.

Use of site common assessments to monitor student progress on curriculum-embedded assessments and to modify/improve instructional strategies and materials

Next Steps and Schoolwide Focus Areas
As part of our Continuous School Improvement (CSI) and LCAP planning efforts, the school will:

Increase access to targeted academic interventions in ELA and Math, particularly for English Learners and SPED students.

Expand after-school tutoring and explore hiring intervention specialists for both elementary and middle school grades.

Provide ongoing professional development focused on data-driven instruction, inclusive practices, and restorative discipline strategies to reduce suspensions and absenteeism.

Professional Development, Teaching and Learning

Alignment of professional development to content standards and ELD standards, assessed student performance, and professional needs including status of meeting requirements for highly qualified staff. Include specific professional development needs related to English learners (including LTEL and Dually Identified).

Based on the data: There is a need for ongoing professional development and refresher professional development for math, suspension and attendance. This also relates to general education students that have a significant number of suspensions and attendance needs. Refreshed MTSS/PBIS training, discuss additional ways to provide positive climate during staff meetings and leadership meetings,

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches)

Professional development is aligned to California content standards, ELD standards, student performance data, and staff professional needs, including maintaining highly qualified teacher requirements.

Based on current data and stakeholder feedback, key areas of focus include:
Mathematics instruction
Suspension reduction strategies
Chronic absenteeism prevention
Behavioral supports for general education students

Professional development for English learners will include:
Strategies for designated and integrated ELD instruction
Targeted support for Long-Term English Learners (LTELs)
Differentiation for dually identified students (EL + special education)
Use of language scaffolds and academic discourse strategies

Implementation strategies include:
Refresher training on MTSS (Multi-Tiered System of Supports)
Continued implementation of PBIS (Positive Behavioral Interventions and Supports)
Use of PLCs and staff meetings to analyze data and adjust instruction
Leadership team facilitation of professional learning and monitoring progress

Intended outcomes:
Improved student academic achievement, particularly in mathematics
Reduction in suspension rates and exclusionary discipline practices
Decreased chronic absenteeism
Increased student engagement and sense of belonging
Equitable access to high-quality instruction for all students, especially English learners

Teacher collaboration by grade level (K–8) and department (grades 9-12)

Ongoing Instructional Assistance and Support for Teachers
Cedarlane Academy currently benefits from a part time TOSA (Teacher on Special Assignment), MTSS TOSA and interventionist - who provides:

Job-embedded professional development

In-class coaching and model lessons

Curriculum implementation support

The TOSA collaborates with district-level CIA TOSAs to enhance instruction, particularly for the lowest-performing 25% of students, and helps educators effectively leverage intervention resources embedded in the core curriculum. Continued funding for a full-time, site-based TOSA remains a high priority to support instructional consistency and student growth.

Classroom intervention, MTSS TOSA from 1st - 8th grade in both ELA and math

Teacher collaboration in transition planning (Pre-K – TK - Kindergarten; Elementary – Middle; Middle – High)

Teacher Collaboration by Grade Level and Department
Teachers participate in weekly or bi-weekly PLC (Professional Learning Community) meetings. Additionally, monthly staff and grade-level/department meetings are used to:

Analyze student data (e.g., CAASPP, MAP, formative assessments)

Set goals for student learning

Share instructional strategies

Monitor progress and reflect on outcomes

This structured collaboration fosters a data-driven culture of continuous improvement.

Collaboration in Transition Planning (Pre-K to K, Elementary to Middle, Middle to High School)
Intentional collaboration across school levels supports smooth student transitions:

Pre-K to TK/Kindergarten: Pre-K teams meet twice yearly to align expectations and ease early learning transitions.

Grade 5 to Middle School: Strong partnerships between feeder schools include student tours, family orientations, and staff transition meetings.

Grade 8 to High School: Middle school teachers collaborate—sometimes on weekends—with high school teams to discuss student readiness and support needs for a successful start in 9th grade.

These efforts strengthen relationships and ensure families and students feel supported during key academic transitions.

Implementation of Designated and Integrated ELD for all English Learners based Learners (specifically EL, LTEL and Dually Identified) on their language proficiency until reclassified.

Designated and Integrated ELD Implementation:

All English Learners (ELs), including Long-Term English Learners (LTELs) and dually identified students, receive Designated and Integrated ELD aligned to their ELPAC proficiency levels until reclassification.

Instructional Focus:
Designated ELD is provided daily with targeted language development based on proficiency level.
Integrated ELD strategies are embedded across content areas to support language acquisition within grade-level instruction.
ELA teachers implement EL-specific strategies, including scaffolds, structured academic discourse, and differentiation based on student needs.

RFEP Monitoring and Support:
Recently Reclassified Fluent English Proficient (RFEP) students are closely monitored.
Students demonstrating low performance (Levels 1 or 2 on SBAC or MAP) receive targeted support through ISEP and/or RFEP intervention plans.

LTEL Monitoring:
Teachers monitor the progress of LTEL students regularly.
Instruction is adjusted to ensure measurable language and academic growth toward reclassification.

Coordination and Oversight:
The ELD Facilitator provides updates during staff meetings and PLCs.
Ongoing collaboration with the ELA department ensures alignment of instructional practices.
Monitoring systems are in place to ensure compliance with timelines and state requirements.

Intended Outcomes:
Increased English language proficiency and reclassification rates
Improved academic achievement for ELs across content areas
Targeted support for LTEL and dually identified students
Consistent and effective implementation of Designated and Integrated ELD schoolwide.

Extended learning activities

Extended Learning Activities
To support academic and social-emotional growth beyond the school day, Cedarlane offers a wide range of extended learning opportunities, including:

Academic Supports:

LEXIA, DreamBox, AR/STAR, and MYON for reading reinforcement

XtraMath (being explored) for basic math skills development

After-school intervention sessions for targeted academic support

Enrichment Opportunities:

Art, Cyber Patriot, Journalism, Yearbook, Robotics, Video Production, Speech & Debate, Band, and more

Attendance & Behavior Supports:

After-School Education and Safety (ASES) and SFT programs promote engagement and reduce absenteeism

Alternatives to suspension such as Youth Court, community service, counseling, and other restorative practices provide structured pathways for student growth

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet grade level standards

There is an ongoing need for a full time TOSA and interventionist. This is something that continuously comes up during the LCAP process. This would support students not meeting grade level for push in and pull out intervention. There is also a need for after school intervention provided by the teachers in areas of reading, comprehension. Providing intervention for at-promise students.

Evidence-based educational practices to raise student achievement of identified student groups

This will be measured by ongoing analysis of student data, every 6 weeks from intervention data, SMAPs, and other classroom tests. Additional assessment reports, Dreambox, LEXIA, AR/STAR. For attendance and suspensions: review data monthly during administrative meetings and create monthly plans to assist students and parents, SFT.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students

Services Provided by the Regular Program to Support Underperforming Students
To ensure equitable access to grade-level instruction, Cedarlane Academy recognizes a continued and urgent need for both a full-time Teacher on Special Assignment (TOSA) and an academic interventionist. These positions are consistently prioritized during LCAP stakeholder meetings and are essential in supporting underperforming students through:

Push-in and pull-out intervention models

Targeted small-group instruction in reading comprehension, fluency, and foundational math

Academic support for at-promise students, particularly those performing below grade level

Additionally, there is a growing demand for after-school intervention programs led by credentialed teachers. These opportunities would reinforce core content areas, provide additional instructional minutes, and ensure students receive differentiated support tailored to their specific learning needs.

Involvement of parents, community representatives, classroom teachers, other school personnel, and secondary students, in the planning, implementation, and evaluation of categorical programs

To improve outcomes for all learners—particularly for English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students—the school implements evidence-based instructional strategies grounded in data and aligned with state standards. Progress is monitored using a variety of assessment tools, including:

Every 6 weeks: Review of intervention progress monitoring data, teacher-created common assessments, and formative checks for understanding

Ongoing: Analysis of results from NWEA MAP, DreamBox, LEXIA, and AR/STAR to identify student growth trends and adjust instruction accordingly

SPED/IEP monitoring: Continuous monitoring of progress through IEP goals and service minutes

To support behavioral and attendance challenges that often correlate with academic underperformance:

Monthly administrative data reviews track chronic absenteeism and suspension rates

Student-Family Team (SFT) meetings are held to develop individualized support plans

Partnerships with families are strengthened through communication, intervention plans, and restorative practices

These comprehensive supports aim to close opportunity gaps, promote academic growth, and ensure all students have access to the resources they need to succeed.

Funding

Services provided by categorical funds that enable underperforming students to meet standards

After-School Tutoring and Homework Club: Funding supports teacher hours and instructional aide time to provide focused academic intervention for students identified as most at-risk. This includes those struggling with low engagement, chronic absenteeism, and behavioral challenges. Tutors work closely with classroom teachers to reinforce core instruction and accelerate student achievement.

Substitute Coverage: Substitutes are provided to allow for teacher collaboration, professional development, and intervention planning during and beyond contractual hours, ensuring continuity of instruction and targeted academic support.

Supplemental Instructional Programs:

Accelerated Reader (AR): Encourages students to read a range of fiction and nonfiction texts, helping build fluency, comprehension, and stamina.

Lexia and DreamBox: These adaptive, evidence-based programs provide personalized learning paths in reading and math to address foundational gaps and spark student interest.

Instructional Technology and Classroom Resources:

BrainPOP, along with supplemental classroom materials, instructional supplies, and access to updated tech devices and printers, supports differentiated instruction and enhances both in-person and independent learning experiences.

These investments help ensure all students—especially those furthest from opportunity—have access to high-quality learning experiences that are responsive to their academic, behavioral, and social-emotional needs.

Educational Partners' Involvement

Comprehensive Needs Assessment Process

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update? Please include:

1. Date that the activity occurred
2. Group(s) involved *(e.g., SSC, ELAC, Leadership Team, teachers, grade-level teams, parents, vertical teams, departments, etc.)*
3. Activities related to the collection and analysis of data *(e.g., SBAC results, student group results, discussing grade-level assessment reports, charting areas of strength and areas for growth on MAP or common assessments, using an analysis protocol to analyze academic performance data, collecting department data, reviewing trend data, conducting focus groups or interviews, tallying surveys, filling out a self-assessment survey, conducting classroom observations, etc.)*

1. Date	2. Group(s)	3. Description of Activities Related to Data Collection and Analysis
1st Wednesday of every month	All Parents; PTO	Monthly PTO Meetings 1. Discuss school wide goals, 2. School activities 3. Ways to support students 4. Rewards for students and volunteers 5. Review school wide goals, incentives, initiatives, etc.
9/25/2025. 10/22/2025, 1/28/2026, 3/18/2026, 4/28/2026	School Site Council with Staff, Parents and MS Students	The SSC develops a calendar of tasks and meetings to seek input from applicable advisory committees to develop the plan. SSC and ELAC Mid-Year/Spring/Fall Review DIAs D, F, I for middle school Needs Assessments School Plan for Student Achievement (SPSA) - approved April 24, 2024 1. Analyze student achievement data, summarize conclusions, and identify needs. 2. Measure the effectiveness of current improvement strategies to determine critical causes of student underachievement. 3. ELAC and other advisory groups/educational partners provide input to the SPSA and district LCAP. 4. Identify a limited number of achievement goals, key improvement strategies to achieve goals and fiscal resources. 5. Attach timelines, personnel responsible, proposed expenditures, and funding sources to implement the plan. 6. Recommend the SPSA to the local governing board. 7. Receive local governing board approval and implement the plan. 8. Monitor and evaluate the effectiveness of the implementation
2 times per month for 1.5 each - total of 3 hours per month	All Staff	Discuss, create, and review data analysis, needs assessments, and action plans completed in groups, K-8 and/or by subjects Provided input for the SPSA Develop leadership and collaborative culture to learn and share best practices Leadership and professional learning training at the school site, district, and conferences

		After school enrichment programs were created and set for the year Assist with ELAC/SSC Process for SPSA: Analyze student achievement data, summarize conclusions, and identify needs. Measure effectiveness of current improvement strategies to determine critical causes of student underachievement. Provide input to the SPSA and district LCAP. Identify a limited number of achievement goals, key improvement strategies to achieve goals and fiscal resources. Attach timelines, personnel responsible, proposed expenditures, and funding sources to implement the plan. Recommend the SPSA to the local governing board. Receive local governing board approval and implement the plan. Monitor and evaluate effectiveness of the implementation.
ELAC: 9/16/2025, 10/15/2025, 1/28/2026, 3/18/2026, 4/28/2026	English Leaners Advisory Council & Dual Immersion Parent AC	Discuss English Learners' progress, student achievement, budget, SPSA, LCAP, parent education and resources ELAC meeting agendas and minutes include the following steps of the SPSA continuous cycle: 1. Analyze student achievement data, summarize conclusions, and identify needs. 2. Measure the effectiveness of current improvement strategies to determine critical causes of student underachievement. 3. ELAC and other advisory groups/stakeholders provide input to the SPSA and district LCAP. 4. Identify a limited number of achievement goals, key improvement strategies to achieve goals and fiscal resources. 5. Attach timelines, personnel responsible, proposed expenditures, and funding sources to implement the plan. 6. Recommend the SPSA to the local governing board. 7. Receive local governing board approval and implement the plan. 8. Monitor and evaluate the effectiveness of the implementation
1 time per month	Leadership Team Meetings	Discuss School Wide Priorities 1. SPSA 2. Review ATSI 3. School climate 4. Ways to improve attendance 5. Way to promote positivity 6. School wide feedback and support
1 time per week	Administrative Meetings	Discuss weekly school wide priorities 1. Always look ahead at the month 2. School/Student issues and ways to resolve 3. Plan for future events Consists of: Principal, AP, Counselor, TOSA
8 times per year	IB Leadership Team Meetings	1. Discuss IB implementation 2. Student Data in IB 3. Implementation protocol 4. Best practices

Description of Plan Development Process and Educational Partner Involvement

1. SPSA Life Cycle Timeline:

Timeline	SPSA Life Cycle
January/ February 2026	• Review current status of 2025-26 SPSA actions and expenditures to monitor the effectiveness of Title I funded programs and services • Conduct **2026-27 Needs Assessment** & summarize conclusions for all students & student groups • Based on needs, develop priorities and goals, aligned to Title I, LCFF/LCAP, & WASC for HS • Engage educational partners in the process – SSC, ELAC, staff, Leadership Team, PLCs, students, community
March	• Continue to review 2025-26 SPSA actions and expenditures to monitor the effectiveness of Title I funded programs and services • Alignment of 2026-27 SPSA and LCAP priorities via educational partner engagement process to inform SPSA and LCAP development • **Budget development** for 2026-27 SPSA (preliminary budget estimates) • Align 2026-27 Title I and LCFF S&C fiscal resources to address priorities, goals and actions • Develop **2026-27 SPSA Planned Improvements/Goals** to address identified needs with evidence-based actions/strategies • ELAC advisement to SSC regarding needs of English learners
April	• Continue to review 2025-26 SPSA actions and expenditures to monitor the effectiveness of Title I funded programs and services • ELAC advisement to SSC regarding development of the EL Plan in 2026-27 SPSA • Continue activities to **write/update 2026-27 SPSA** to ensure educational partners' engagement and legal SSC approval • **SSC to approve 2026-27 SPSA** • **2026-27 SPSA completed** in DTS and **SPSA Synopsis** emailed to Shawn Harrington by **Friday, April 24, 2026**
May	• MESBP feedback on SPSAs - LEA reviews & monitors SPSAs to ensure FPM compliance
June	• Recommend 2026-27 SPSAs for Board of Education approval – **June 25, 2026**
August/ September	• Conduct Title I Annual Meetings (2) and SSC elections prior to 1st SSC Meeting • Implement and monitor 2026-27 SPSA
October	• Conduct 2025-26 Annual Evaluation with SSC and review assessment of student learning using multiple measures, including, but not limited to 2026 CAASPP, Summative ELPAC and MAP results • Complete 2025-26 Annual Evaluation in DTS with SSC • Based on 2025-26 Annual Evaluation, revise 2026-27 SPSA actions/expenditures in DTS as needed to reach goals for student achievement, using Fall revised Title I funding allocation (as applicable) • Revise 2026-27 SPSA Title I allocation in DTS (as applicable) • Email MESBP when DTS revision is completed – by **October 23, 2026**
November/ December	• Continue 2026-27 SPSA implementation – Title I program & LCFF/LCAP aligned actions & strategies • Use formative and interim assessments & performance tasks to monitor all students & student groups' progress

Annual Evaluation

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal.

ANALYSIS

Please add a new row for each Metric Indicator and Expected Outcome.

English Language Arts

School Goal

Metric Indicator	Expected Outcome	Data Results & Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Briefly describe any major differences between the intended implementation and/or material difference and the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the Dashboard data, as applicable. Identify where those changes can be found in the SPSA.

Math

School Goal

Metric Indicator	Expected Outcome	Data Results & Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Briefly describe any major differences between the intended implementation and/or material difference and the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the Dashboard data, as applicable. Identify where those changes can be found in the SPSA.

English Learner

School Goal

Metric Indicator	Expected Outcome	Data Results & Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Briefly describe any major differences between the intended implementation and/or material difference and the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the Dashboard data, as applicable. Identify where those changes can be found in the SPSA.

School Climate

School Goal

Metric Indicator	Expected Outcome	Data Results & Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Briefly describe any major differences between the intended implementation and/or material difference and the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the Dashboard data, as applicable. Identify where those changes can be found in the SPSA.

GOALS FOR IMPROVING STUDENT ACHIEVEMENT
HLPUSD PLAN ALIGNMENT MATRIX

LCAP Priorities	LCAP Performance Indicators	Types of Actions & Strategies	SPSA Strategies	Board of Education Goals
Conditions of Learning: Basic Services	-Rate of Teacher Misassignment -Access to Standards Aligned Textbooks -Facilities in Good Repair	-High Quality, Credentialed & Assigned Teachers -Standards Aligned Curriculum and Textbooks -Facilities in Good Repair -Safe, Secure, Positive Schools -Core Program & Services, Material, Supplies, Equipment	Strategy 3, 4, 8	Goal 2, 3, 5
Conditions of Learning: Implementation of CA Academic Standards	-Implementation of the CA Standards for All and EL Students	-Implementation of CA Standards for All & Student Groups -Professional Development – Implementation of Standards -PLC Implementation -Technology Integration	Strategy 2, 3, 4, 5, 6, 7, 8, 9, 11, 12	Goal 1
Conditions of Learning: Course Access	-Extent of Access to Broad Course of Study	-Extent of Access to Broad Course of Study, Including Target Student Groups (EL, SWD, Foster…) -A-G Courses, College & Career, Electives, Signature Programs, AP, IB, CTE, VAPA, STEAM, GATE	Strategy 2, 6, 8, 10, 12	Goal 2
Pupil Outcomes: Student Achievement	-Performance on State Tests (CAASPP/SBAC) -College & Career/UC/CSU Requirements -EL Language Proficiency (ELPAC) -EL Reclassification Rates -AP Pass Rates -Early Assessment Program -District Interim Assessments	- Address the Academic Needs of All Students, Student Groups, Most At-Risk -Use & Analysis of State and Local Assessment Data -Academic Instructional Program Implementation & Supports -Academic MTSS and Tiered Intervention -College and Career Readiness -English Learner Program, Designated & Integrated ELD -A-G and Graduation Requirements, Credit Recovery -Implementation of SMAPs, Local Assessments, and Progress Monitoring -Implementation of PLCs, Teacher Collaboration -Professional Development Implementation – Teachers & Administrators -Technology Integration -Monitoring Effectiveness of the Instructional Program -Use of Evidence-Based & Effective Strategies	Strategy 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12	Goal 1
Pupil Outcomes: Other Student Outcomes	-Other Indicators in Other Subject Areas	-Electives, NGSS, HSS, PE, AP, IB, CTE, VAPA, STEAM -Science Olympiad -Speech and Debate -Physical Fitness Test	Strategy 2, 3, 5, 7, 8, 9, 12	Goal 2
Engagement: Parent Involvement	-Seek Parent Input in Decisions -Promotion of Parent Involvement	-SSC & ELAC -DAC & DELAC -Parent & Family Engagement Programs, Activities and Trainings, Adult Education Classes	Strategy 11	Goal 6
Engagement: Student Engagement	-Attendance Rates -Chronic Absenteeism Rates	-Attendance Supports/Address Absenteeism/SART & SARB -Academic & Behavioral RtI & MTSS - Tiered Interventions	Strategy 2, 4, 5, 6,	Goal 2

	-MS/HS Dropout Rates -HS Graduation Rates	-Transition Programs & Supports -Counseling and/or Engagement Programs -Collaborative Learning Structures -Extra-Curricular & Enrichment Activities -Credit Recovery	7, 8, 9, 10, 12	
Engagement: School Climate	-Suspension Rates -Expulsion Rates -Other Local Measures	-Behavioral MTSS - Tiered Interventions -Social Emotional Learning, Counseling Supports -Behavioral RtI/Reduce Behavior Referrals/Increase Positive Behavior/PBIS -Drug, Alcohol, Tobacco Prevention -School Safety and Positive Learning Environment -California Healthy Kids Survey	Strategy 3, 5, 8, 9, 10, 11	Goal 5

SPSA Strategies:

Strategy 1: Use of state and district assessments to modify instruction and improve student achievement, specifically related to identified student groups

Strategy 2: Use of site common assessments to monitor student progress on curriculum-embedded assessments and to modify/improve instructional strategies and materials

Strategy 3: Alignment of professional development to content standards, assessed student performance, and professional needs including status of meeting requirements for highly qualified staff

Strategy 4: Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches)

Strategy 5: Teacher collaboration by grade level (K-8) and department (grades 9-12).

Strategy 6: Teacher collaboration in transition planning (Pre-K – TK - Kindergarten; Elementary – Middle; Middle – High)

Strategy 7: Extended learning activities

Strategy 8: Services provided by the regular/core program that enable underperforming students to meet grade level standards.

Strategy 9: Evidence-based educational practices to raise achievement of identified student groups

Strategy 10: Resources available from family, school, district, and community to assist under-achieving students

Strategy 11: Involvement of parents, community representatives, classroom teachers, other school personnel, and secondary students in the planning, implementation and evaluation of categorical programs

Strategy 12: Services provided by categorical funds that enable under-performing student to meet standards

ACTION PLAN: ENGLISH LANGUAGE ARTS

GOAL FOR STUDENT ACHIEVEMENT - ENGLISH LANGUAGE ARTS: All students, TK to 12, including low income, English Learners, and foster youth, will achieve at high levels on English Language Arts (ELA) performance assessments in preparation to meet UC/CSU admission requirements and/or career pathways upon graduation.

Annual Measurable Outcomes

Metric/Indicator (2025 Dashboard)	Baseline Distance from Standard (DFS)	Expected Outcome
School Dashboard ELA- All Students	1.1 DFS	4.1 DFS
School Dashboard ELA- Low Income	-15.7 DFS	-12.4 DFS
School Dashboard ELA- English Learner	-37.7 DFS	-30.4 DFS
School Dashboard ELA- Long Term EL	-88.4 DFS	-80.4 DFS
School Dashboard ELA- Foster Youth	-71.8 DFS	-60.1 DFS
School Dashboard ELA- SWD	-90.6 DFS	-87.1 DFS

Metric/Indicator (2024-25)	Baseline	Expected Outcome
CAASPP SBAC ELA- All Students	50.39% Met/Exceeded	Increase by 3% or more
CAASPP SBAC ELA- Low Income	44.95% Met/Exceeded	Increase by 3% or more
CAASPP SBAC ELA- English Learner	11.3% Met/Exceeded	Increase by 4% or more
CAASPP SBAC ELA- Long Term English Learner	6.2% Met/Exceeded	Increase by 4% or more
CAASPP SBAC ELA- Foster Youth	18.18% Met/Exceeded	Increase by 3% or more
CAASPP SBAC ELA- SWD	17.68% Met/Exceeded	Increase by 3% or more

Metric/Indicator (2025-26 Winter)	Baseline	Expected Outcome
Gr. 1-12 MAP Reading- All Students	45% scored ≥ 61 percentile of peers in national norm reference test	Increase by 3% or more
Gr. 1-12 MAP Reading- Low Income	40% scored ≥ 61 percentile of peers in national norm reference test	Increase by 3% or more
Gr. 1-12 MAP Reading- English Learner	15% scored ≥ 61 percentile of peers in national norm reference test	Increase by 4% or more
Gr. 1-12 MAP Reading- LTEL	8% scored ≥ 61 percentile of peers in national norm reference test	Increase by 4% or more
Gr. 1-12 MAP Reading- Foster Youth	28% scored ≥ 61 percentile of peers in national norm reference test	Increase by 4% or more

Gr. 1-12 MAP Reading- SWD	15% scored ≥ 61 percentile of peers in national norm reference test	Increase by 4% or more

GOAL FOR STUDENT ACHIEVEMENT – Baseline Year 25-26 DIBELS – AMOs will be included in 2027-28 SPSAs

Kinder - Metric/Indicator (2025-26 DIBELS Baseline)	BOY % Scoring Green (At Benchmark) or Blue (Above Benchmark)	MOY % Scoring Green (At Benchmark) or Blue (Above Benchmark)	EOY % Scoring Green (At Benchmark) or Blue (Above Benchmark)
DIBELS Composite Score- All Students	40%	48%	
DIBELS Letter Names (LNF)- All Students	41%	51%	
DIBELS Phonemic Awareness (PSF)- All Students	35%	34%	

ACTION PLAN: MATHEMATICS

GOAL FOR STUDENT ACHIEVEMENT - MATHEMATICS: All students, TK to 12, including low income, English Learners, and foster youth, will achieve at high levels on Mathematics performance assessments in preparation to meet UC/CSU admission requirements and/or career pathways upon graduation.

Annual Measurable Outcomes

Metric/Indicator (2025 Dashboard)	Baseline Distance from Standard	Expected Outcome
School Dashboard Math- All Students	-30.1 DFS	Increase by 3 pts or more
School Dashboard Math- Low Income	-45.1 DFS	Increase by 3 pts or more
School Dashboard Math- English Learner	-49.3 DFS	Increase by 3 pts or more
School Dashboard Math- Long Term EL	-132.1 DFS	Increase by 4 pts or more
School Dashboard Math- Foster Youth	-121.5 DFS	Increase by 4 pts or more
School Dashboard Math- SWD	-124.9 DFS	Increase by 4 pts or more

Metric/Indicator (2024-25)	Baseline	Expected Outcome
CAASPP SBAC Math- All Students	40.12% Met/Exceeded	Increase by 3% or more
CAASPP SBAC Math- Low Income	34.4% Met/Exceeded	Increase by 3% or more
CAASPP SBAC Math- English Learner	17.36% Met/Exceeded	Increase by 4% or more
CAASPP SBAC Math- Long Term EL	4.56% Met/Exceeded	Increase by 4% or more
CAASPP SBAC Math- Foster Youth	12.12% Met/Exceeded	Increase by 4% or more
CAASPP SBAC Math- SWD	12.04% Met/Exceeded	Increase by 4% or more

Metric/Indicator (2025-26 Winter)	Baseline	Expected Outcome
Gr. K-12 MAP Math- All Students	43% scored ≥ 61 percentile of peers in national norm reference test	Increase by 3% or more
Gr. K-12 MAP Math- Low Income	39% scored ≥ 61 percentile of peers in national norm reference test	Increase by 3% or more

Gr. K-12 MAP Math- English Learner	27% scored ≥ 61 percentile of peers in national norm reference test	Increase by 4% or more
Gr. K-12 MAP Math- LTEL	10% scored ≥ 61 percentile of peers in national norm reference test	Increase by 4% or more
Gr. K-12 MAP Math- Foster Youth	28% scored ≥ 61 percentile of peers in national norm reference test	Increase by 4% or more
Gr. K-12 MAP Math- SWD	14% scored ≥ 61 percentile of peers in national norm reference test	Increase by 4% or more

ACTION PLAN: ENGLISH LEARNERS

GOAL FOR STUDENT ACHIEVEMENT - ENGLISH LEARNERS: All English Learners will achieve at high levels on performance assessments in preparation to meet UC/CSU admission requirements and/or career pathways upon graduation.

Metric/Indicator (2025 Dashboard)	Baseline	Expected Outcome
English Learner Progress Indicator	44.7%	Increase by 5% or more
Long Term EL Progress Indicator	42.9%	Increase by 6% or more

Metric/Indicator (2024-25)	Baseline	Expected Outcome
Summative ELPAC Level 4-EL	17%	Increase by 3% or more
Summative ELPAC Level 4-LTEL	18.78%	Increase by 3% or more

Metric/Indicator (2024-25)	Baseline	Expected Outcome
English Learner Reclassification Rate	16.43%	Increase by 2% or more

ACTION PLAN: SCHOOL CLIMATE & ENGAGEMENT

GOAL FOR SCHOOL CLIMATE: All students, TK to 12, including low income, English Learners, and foster youth, will be provided with safe, positive learning environments that result in decreased student suspension and expulsion rates, increased school safety rates, and a greater sense of school connectedness for all staff, students, parents, and community.

Annual Measurable Outcomes

Metric/Indicator (2025 Dashboard)	Baseline	Expected Outcome
Dashboard Suspension Rate- All Students	2.4%	Decrease by 0.3% or more
Dashboard Suspension Rate- Low Income	2.7%	Decrease by 0.3% or more
Dashboard Suspension Rate- English Learner	2.6%	Decrease by 0.3% or more
Dashboard Suspension Rate- Long Term EL	5.5%	Decrease by 1% or more
Dashboard Suspension Rate- Foster Youth	7.9%	Decrease by 1% or more
Dashboard Suspension Rate- SWD	4.4%	Decrease by 0.5% or more

Metric/Indicator (2025-26)	Baseline	Expected Outcome
CHKS “Safe or Very Safe” Overall Perception- Grade 5	77%	Increase by 1%
CHKS “Safe or Very Safe” Overall Perception- Grade 7	53%	Increase by 1%
CHKS “Safe or Very Safe” Overall Perception- Grade 9	54%	Increase by 1%
CHKS “Safe or Very Safe” Overall Perception- Grade 11	61%	Increase by 1%

Metric/Indicator (2025-26)	Baseline	Expected Outcome
CHKS “Agree/Strongly Agree” Overall Connectedness- Grade 5	70%	Increase by 1%
CHKS “Agree/Strongly Agree” Overall Connectedness- Grade 7	52%	Increase by 1%
CHKS “Agree/Strongly Agree” Overall Connectedness- Grade 9	50%	Increase by 1%
CHKS “Agree/Strongly Agree” Overall Connectedness- Grade 11	51%	Increase by 1%

GOAL FOR STUDENT ENGAGEMENT: All students, TK to 12, including low income, English Learners, and foster youth, will be actively, purposefully, and positively engaged in school and learning, resulting in increased student attendance and graduation rates.

Annual Measurable Outcomes

Metric/Indicator (2025 Dashboard)	Baseline	Expected Outcome
Dashboard Graduation Rate- All Students	92.8%	Increase by 1% or more
Dashboard Graduation Rate- Low Income	93.1%	Increase by 1% or more
Dashboard Graduation Rate- English Learner	85.3%	Increase by 2% or more
Dashboard Graduation Rate- Long Term EL	90.6%	Increase by 1% or more
Dashboard Graduation Rate- Foster Youth	93.3%	Increase by 2% or more
Dashboard Graduation Rate- SWD	83.3%	Increase by 2% or more

Metric/Indicator (2024-25)	Baseline	Expected Outcome
DataQuest 4 yr. Adjusted Cohort Dropout Rate- All Students	1.9%	Decrease by 0.5%
DataQuest 4 yr. Adjusted Cohort Dropout Rate- Low Income	1.8%	Decrease by 0.5%
DataQuest 4 yr. Adjusted Cohort Dropout Rate- English Learner	2.7%	Decrease by 1%
DataQuest 4 yr. Adjusted Cohort Dropout Rate- Foster Youth	0.6%	Decrease by 1%
DataQuest 4 yr. Adjusted Cohort Dropout Rate- SWD	1.8%	Decrease by 0.5%

Metric/Indicator (2024-25)	Baseline	Expected Outcome
SIS TK-8 Attendance Rate- All Students	91.52%	Increase by 2%
SIS TK-8 Attendance Rate- Low Income	91.27%	Increase by 2%
SIS TK-8 Attendance Rate- English Learner	92.6%	Increase by 2%
SIS TK-8 Attendance Rate- Foster Youth	90.2%	Increase by 1%
SIS TK-8 Attendance Rate- SWD	90.91%	Increase by 1%

Metric/Indicator (2024-25)	Baseline	Expected Outcome
SIS 9-12 Attendance Rate- All Students	88.23%	Increase by 2%
SIS 9-12 Attendance Rate- Low Income	89.87%	Increase by 2%
SIS 9-12 Attendance Rate- English Learner	87.95%	Increase by 2%
SIS 9-12 Attendance Rate- Foster Youth	81.52%	Increase by 1%
SIS 9-12 Attendance Rate- SWD	83.62%	Increase by 1%

Metric/Indicator (2025 Dashboard)	Baseline	Expected Outcome
Dashboard K-8 Chronic Absenteeism Rate- All Students	17.7%	Decrease by 4% or more
Dashboard K-8 Chronic Absenteeism Rate- Low Income	20.2%	Decrease by 4% or more
Dashboard K-8 Chronic Absenteeism Rate- English Learner	14.9%	Decrease by 3% or more
Dashboard K-8 Chronic Absenteeism Rate- Long Term EL	24.1%	Decrease by 3% or more
Dashboard K-8 Chronic Absenteeism Rate- Foster Youth	30.6%	Decrease by 4% or more
Dashboard K-8 Chronic Absenteeism Rate- SWD	28.5%	Decrease by 4% or more

Metric/Indicator (2024-25)	Baseline	Expected Outcome
SIS 9-12 Chronic Absenteeism Rate- All Students	19.3%	Decrease by 3% or more
SIS 9-12 Chronic Absenteeism Rate- Low Income	21.5%	Decrease by 3% or more
SIS 9-12 Chronic Absenteeism Rate- English Learner	22.3%	Decrease by 3% or more
SIS 9-12 Chronic Absenteeism Rate- Foster Youth	20.5%	Decrease by 1% or more
SIS 9-12 Chronic Absenteeism Rate- SWD	31.8%	Decrease by 4% or more

Goals, Strategies, & Proposed Expenditures

Goal Subject

ENGLISH LANGUAGE ARTS

LEA/LCAP Goal

All students, Pre-K to 12, including low income, English Learners, and foster youth, will achieve at high levels on English Language Arts (ELA) performance assessments in preparation to meet UC/CSU admission requirements and/or career pathways upon graduation.

School Goal - ELA

All students, in particular English Learner progress and will also increase in areas ELA and Math performance utilizing core curriculum, LEXIA, Dreambox and Reniassance.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

English Language Arts is HIGH on the California School Dashboard. However, from 2022 to now, ELA has decrease from 21.2 points above standard to 14.7 points above standard. Students identified as Hispanic and student with disabilities is low on the school dashboard. When comparing MAP data students are struggling in reading and comprehension and therefore an area where we need to continue to monitor and support.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal. ATSI/CSI/TSI school must include metrics related to the metrics that led to ATSI/CSI/TSI eligibility.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Metric/Indicator (2025 CA Dashboard) 1a ELA- All Students 1b ELA- Low Income 1c ELA- English Learner 1d ELA- Long Term EL 1e ELA- Foster Youth 1f ELA- SWD	1a. ELA – All Students 8.4 points below standard (Yellow) 1b. ELA – Low Income (Socioeconomically Disadvantaged) 22.4 points below standard (Orange) 1c. ELA – English Learners 47.9 points below standard (Red) 1d. ELA – Long Term English Learners 88.4 points below standard (Red)	(Increase in all areas by 3–4 points): Based on the 2025 CA Dashboard data, overall ELA performance shows a decline from the previous year, with All Students now performing 8.4 points below standard (Yellow) and significant performance gaps among student groups, particularly English Learners, Long-Term English Learners, Foster Youth, and Students with Disabilities, all performing in the Orange or Red levels. These data indicate a clear need for targeted instructional

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	1e. ELA – Foster Youth 64.1 points below standard (Red) 1f. ELA – Students with Disabilities (SWD) 106.3 points below standard (Red)	support and strategic intervention. An increase of 3–4 points across all areas is both a realistic and measurable goal, as it reflects incremental growth aligned to the California Dashboard's Distance from Standard metric. This level of growth is attainable through the implementation of aligned professional development, strengthened designated and integrated ELD instruction, targeted intervention supports (e.g., ISEP, RFEP monitoring), and data-driven instruction during PLCs. Additionally, ongoing progress monitoring and differentiation will support closing achievement gaps among identified student groups. This expected increase represents a strategic step toward improving overall student outcomes while addressing subgroup disparities in ELA performance.
Metric/Indicator (2024-25 CAASPP) 2a SBAC ELA- All Students 2b SBAC ELA- Low Income 2c SBAC ELA- English Learner 2d SBAC ELA- LTEL 2e SBAC ELA- Foster Youth 2f SBAC ELA- SWD	2a. SBAC ELA – All Students 48.8% met or exceeded standard 2b. SBAC ELA – Low Income (Socioeconomically Disadvantaged) 38.0% met or exceeded standard 2c. SBAC ELA – English Learners 12.5% met or exceeded standard 2d. SBAC ELA – Long-Term English Learners (LTEL)	(Increase in all areas by 3–4 percentage points): Based on the 2024–25 CAASPP ELA data, less than half of all students are meeting or exceeding standards (48.8%), with significantly lower performance among key student groups, including Low Income (38.0%), English Learners (12.5%), Long-Term English Learners (10.0%), and Students with Disabilities (8.0%). These data highlight persistent achievement gaps and the need for targeted

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	10.0% met or exceeded standard 2e. SBAC ELA – Foster Youth No performance reported (fewer than 11 students) 2f. SBAC ELA – Students with Disabilities (SWD) 8.0% met or exceeded standard	instructional supports to improve literacy outcomes. An increase of 3–4 percentage points across all student groups is a realistic and attainable goal, as it reflects incremental growth in student proficiency while maintaining a focus on closing gaps. This growth will be supported through the implementation of standards-aligned instruction, strengthened designated and integrated ELD, targeted interventions for English Learners and Long-Term English Learners, and differentiated supports for Students with Disabilities. Additionally, the use of data-driven instruction, ongoing progress monitoring, and collaboration through PLCs will ensure instruction is responsive to student needs. This expected increase represents a strategic and measurable step toward improving overall ELA achievement while accelerating progress for historically underperforming student groups.
Metric/Indicator (Winter 2026 NWEA MAP) % scored = 61 percentile of peers in national norm reference test 4a Gr. 1-12 MAP Reading- All Students 4b Gr. 1-12 MAP Reading- Low Income 4c Gr. 1-12 MAP Reading- EL 4d Gr. 1-12 MAP Reading- LTEL 4e Gr. 1-12 MAP Reading- Foster Youth	4a Gr. 1–12 MAP Reading – All Students: 50.6% 4b Gr. 1–12 MAP Reading – Low Income: 46.4% 4c Gr. 1–12 MAP Reading – EL: 6.6% 4d Gr. 1–12 MAP Reading – LTEL: 0% 4e Gr. 1–12 MAP Reading – Foster Youth: 0% 4f Gr. 1–12 MAP Reading – SWD: 13.2%	Increase - by 3-5% for both growth and achievement

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
4f Gr. 1-12 MAP Reading-SWD		

Strategies/Activities

Complete a Strategy/Activity table for each of the school's strategies/activities. Include evidence-based interventions and align to goals, and actions. Add additional rows, including for Proposed Expenditures, as needed.

Strategy 1 - Use of state and district assessments to modify instruction and improve student achievement, specifically related to identified student groups

Students to be Served by this Strategy
Identify "All Students" and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is "Red" or "Orange" and/or student group performance is two or more performance levels below "all student" performance).

All students, in particular students will be identified lowest 25% of students via diagnostic and additional assessments: MAP, BPST, CAASPP, etc. with teachers and interventionist.

Activity

1A: Interventionist: Hours will not exceed 24 hours per week, hired for 5-6 months, lowest achieving students, assessed with Wonderworks and Study Sync fluency, BPST, and assess every 6 weeks to monitor data. Will assist with ELA intervention with components of the core curriculum.
.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
20191	Title I, Part A Classified Instructional/Support Staff (Including Benefit) ELA 1A

Strategy 2 - Use of site common assessments to monitor student progress on curriculum-embedded assessments and to modify/improve instructional strategies and materials

Students to be Served by this Strategy
Identify "All Students" and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is "Red" or "Orange" and/or student group performance is two or more performance levels below "all student" performance).

All students, in particular students will be identified lowest 25% of students via diagnostic and additional assessments: MAP, BPST, CAASPP, etc. with teachers and interventionist.

Activity

2A: Utilize assessment data from Dream Box, LEXIA, Wonderworks, Study Sync, Aeries gradebook, SMAP data, SMART goals, common assessment data for progress monitoring. Utilize teacher's early release Thursdays and staff meeting Tuesdays.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	None Specified ELA 2A: Data analysis to inform lesson planning and differentiation

Strategy 3 - Alignment of professional development to content standards, assessed student performance, and professional needs including status of meeting requirements for highly qualified staff

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All students, in particular students will be identified lowest 25% of students via diagnostic and additional assessments: MAP, BPST, CAASPP, etc. with teachers and interventionist.

Activity

3A: Utilize district TOSAs for site based needs. Tech TOSA for training: CANVAS, Microsoft 365 features and to dig deeper into MAP and CAASPP data. District TOSAs will assist with DI and deeper learning for core curriculum (district funded TOSAs)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	District Funded Certificated Staff (Including benefits) ELA 3A

Strategy 4 - Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches)

Students to be Served by this Strategy
Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All students, in particular students will be identified lowest 25% of students via diagnostic and additional assessments: MAP, BPST, CAASPP, etc. with teachers and interventionist.

Activity
4A: Utilize district TOSAs for site based needs. Tech TOSA for training: CANVAS, Microsoft 365 features and to dig deeper into MAP and CAASPP data. District TOSAs will assist with DI and deeper learning for core curriculum (district funded TOSAs)

4B:Release time for teachers to analyze multiple measures of student achievement data (CAASPP, MAP, curriculum-based assessments, and formative assessments) to identify Title I students needing additional academic support. Teachers will use the data to plan targeted, evidence-based interventions, monitor student progress, and adjust instruction to accelerate achievement for students who are not meeting grade-level standards. Focus: Targeted support for identified Title I students through intervention and progress monitoring.

4C:Teachers will participate in district provided professional development, whenever available (after school district funded PD)

4D: Release time for teachers to collaboratively plan and refine high-quality Tier 1 instruction using student data (CAASPP, MAP, common assessments, and classroom evidence) with a focus on improving outcomes for English learners, low-income students, foster youth, and other unduplicated pupils. Teachers will develop differentiated instructional strategies, strengthen designated and integrated supports, and align instruction to district priorities to increase equitable access to grade-level learning. Focus: Improving core instruction and differentiated practices for unduplicated students, rather than planning Title I intervention.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	District Funded ELA 4A
11616	Title I, Part A Teacher Release Time-Subs (Including benefits) ELA 4B
0	District Funded

	ELA 4C
27561	LCFF S&C Teacher Release Time-Subs (Including benefits) ELA 4D

Strategy 5 - Teacher collaboration by grade level (K-8) and department (grades 9-12)

Students to be Served by this Strategy
Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All students, in particular students will be identified lowest 25% of students via diagnostic and additional assessments: MAP, BPST, CAASPP, etc. with teachers and interventionist.

Activity

5A:Release times for teacher to plan lessons in ELA, Math, leadership for identified target groups: SPED Math, suspension and attendance. Will look at data from CAASPP, MAP, common assessments, etc. to plan and implement intervention. Can be utilized for summer planning and after school planning to review data and plan.

5B:Principal data talks for progress monitoring, look at common assessments, class goals, MAP, CAASPP, AVANT testing (DI ONLY), meet as teams, PLC time during Tuesday staff meetings and Thursdays (2 times per month).

5C: IDP chats with teachers

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	Title I, Part A Teacher Release Time-Subs (Including benefits) For 5A See ELA 4B
0	ELA 5B- No Cost
0	ELA 5C - No cost

Strategy 6 - Teacher collaboration in transition planning (Pre-K – TK - Kindergarten; Elementary – Middle; Middle – High)

Students to be Served by this Strategy
Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

Preschool to kinder, 5th - middle school transitions, 8th - high school transitions.

Activity

6A: Collaborate with head start 2 times per year during preschool collaboration at Willow. Plan for the year and implement visitation

6B: Partner with Wedgeworth, Cedarlane (feed elementary schools), Wilson HS for collaboration with transitions. Grade level planning towards throughout the year for ongoing transitions and collaboration. To assist with smooth transitions.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	ELA 6A - No Cost
0	ELA 6B - No Cost

Strategy 7 - Extended learning activities

Students to be Served by this Strategy
Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All students, in particular students will be identified lowest 25% of students via diagnostic and additional assessments: MAP, BPST, CAASPP, etc. with teachers and interventionist.

Activity

7A: Additional hours for after school teacher and counselor planning to analyze data to determine student academic needs and strategically plan to differentiate and address those needs, develop and implement intervention and monitor ongoing basis to increase student achievement

7B: After school yearbook club, robotics, math club, intramurals, cyber clubs, monitored by certificated staff

7C: iChinese for dual immersion classes for grades 6-8

7D: Renaissance, AR, STAR, MYON, Vantage Learning and Brain Pop for all students in grades kinder-8 to assist in reading, comprehension for all students. Purchase of AR, STAR, MYON and Brain Pop, and reading components, and monthly monitoring via STAFF to incase student achievement in reading for all students, particularly ELs students in lowest levels, and lowest achieving students who need additional support.

7E: Fieldtrips for all students, grades K-8, will attend at least 1 fieldtrip and transportation, as provided by school funds.

7F: Partner with Youth Science Center for hands on after school STEM activities

7G: Replenish books, library books for students in library, focusing on books for SPED and books for students with low reading levels. Also purchase books of high interested to students and lower lexile leveled books to increase reading proficiency.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
20,000	Title I, Part A Teacher Workshop/Additional Hrs (Including benefits) ELA 7A - Additional Hours
15000	LCFF S&C Teacher Workshop/Additional Hrs (Including benefits) ELA 7B
25000	LCFF S&C Contracted Services ELA 7C
27000	Title I, Part A Contracted Services ELA 7D - Program Contracts
8189	LCFF S&C Contracted Services ELA 7E
0	None Specified ELA 7F Partnership with Youth Science Center
2924	Title I, Part A Books (Excluding core textbooks) ELA 7G

Strategy 8 - Services provided by the regular/core program that enable underperforming students to meet grade level standards

Students to be Served by this Strategy
Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All students, in particular students will be identified lowest 25% of students via diagnostic and additional assessments: MAP, BPST, CAASPP, etc. with teachers and interventionist.

Activity
8A:Release times for teacher to plan lessons in ELA, Math, leadership for identified target groups: SPED Math, suspension and attendance. Will look at data from CAASPP, MAP, common assessments, etc. to plan and implement intervention. Can be utilized for summer planning and after school planning to review and plan.

8B: Interventionist: Hours will not exceed 24 hours per week, hired for 5-6 months, lowest achieving students, assessed with Wonderworks and Study Sync fluency, BPST, and assess every 6 weeks to monitor data. Will assist ELA intervention with components of the core curriculum.

8C:District purchase of LEXIA, Dream Box, CANVAS - subscription based tech resources to assist core curriculum

8D: SFTs to be held to students struggling academically, behaviorally, students with increase suspensions and those identified for attendance and ELA every 6 week cycle's done either virtually or in person.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	Title I, Part A Teacher Release Time-Subs (Including benefits) ELA 8A - See ELA 4B
0	Title I, Part A Classified Instructional/Support Staff (Including Benefit) ELA 8B - See ELA 1B
0	District Funded ELA 8C - District purchase of Lexia, Dream Box, etc.
0	None Specified

	ELA 8D - SFT for struggling students

Strategy 9 - Evidence-based educational practices to raise achievement of identified student groups

Students to be Served by this Strategy
Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All students, in particular students will be identified under SPED and lowest 25% of students via diagnostic and additional assessments: MAP, BPST, CAASPP, etc. with teachers and interventionist.

Activity

9A: Purchase and replenish materials - ELMOS, projectors

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
2000	LCFF S&C Non-Capitalized Equipment ($500-$4,999 per item) ELA 9A

Strategy 10 - Resources available from family, school, district, and community to assist under-achieving students

Students to be Served by this Strategy
Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All students, in particular students will be identified under SPED and lowest 25% of students via diagnostic and additional assessments: MAP, BPST, CAASPP, etc. with teachers and interventionist.

Activity

10A: Monthly parent education meetings/classes, SSC to facilitate parent involvement, purchase light snacks for parent meetings to go over SPSA goals, and ways to improve for attendance, suspensions and SPED math.

10B:Monthly calendar of events for parents/community. Use of Parent Square, instagram, facebook, twitter, marquee, emails to share school wide information to support and increase parent engagement.

10C:PTO and ASB sponsored events

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
2845	Title I Parent Involvement Supplemental Supplies ELA 10A
0	ELA 10B No cost
0	ELA 10C No cost

Strategy 11 - Involvement of parents, community representatives, classroom teachers, other school personnel, and secondary students in the planning, implementation and evaluation of categorical programs

Students to be Served by this Strategy
Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All students, in particular students will be identified under SPED and lowest 25% of students via diagnostic and additional assessments: MAP, BPST, CAASPP, etc. with teachers and interventionist.

Activity

11A: School Site Council (SSC) meets regularly throughout the year to analyze data on student progress, make recommendations and provide feedback on SPSA, approve SPSA, monitor progress throughout the year and evaluate. At the beginning of the school year, there are also two Annual Title I meetings.

11B: Monthly parent education meetings/classes, SSC to facilitate parent involvement, purchase light snacks for parent meetings to go over ATSI goals, and ways to improve for attendance, suspensions and SPED math.

11C: Monthly calendar of events for parents/community. Use of Parent Square, instagram, facebook, twitter, marquee, emails to share school wide information to support and increase parent engagement. Other parent groups, English Language Advisory Committee (ELAC), Dual Immersion Parent Advisory Committee (DIPAC), Parent Teacher Organization (PTO), meet regularly to advise the school and community on the school's categorical programs. The ELAC makes recommendations and gives feedback to the SDM on the SPSA throughout the year.

11D: Staff, Students, SSC, ELAC, DIPAC, and other parents are involved in the yearly Comprehensive Needs Assessment Process and LCAP Survey

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	None Specified 11A - No Cost
0	Title I Parent Involvement Supplemental Supplies For 11B See ELA 10A
0	None Specified 11C - No Cost
0	None Specified 11D - No Cost

Strategy 12 - Services provided by categorical funds that enable under-performing student to meet standards

Students to be Served by this Strategy
Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All students, in particular students will be identified under SPED lowest 25% of students via diagnostic and additional assessments: MAP, BPST, CAASPP, etc. with teachers and interventionist.

Activity
12A: Counselor extra hours to provide support suspension, attendance students, meet regularly. Work with TOSA and interventionist to identify lowest 25% of students to assist with data, reviewing data. Monitor and meet with parents and students to help/support 8th graders with academic profile.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
3619	Title I, Part A Teacher Workshop/Additional Hrs (Including benefits) ELA 12A

Goals, Strategies, & Proposed Expenditures

Goal Subject

MATHEMATICS

LEA/LCAP Goal

All students, Pre-K to 12, including low income, English Learners, and foster youth, will achieve at high levels on Mathematics performance assessments in preparation to meet UC/CSU admission requirements and/or career pathways upon graduation.

School Goal - Math

All students, in particular English Learner progress and will also increase in areas ELA and Math performance utilizing core curriculum, LEXIA, Dreambox and Reniassance.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

CAASPP indicates an area of need for Math. Will look at identified need and support students based on data analysis and develop action plans throughout PLC and meetings.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal. ATSI/CSI/TSI school must include metrics related to the metrics that led to ATSI/CSI/TSI eligibility.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Metric/Indicator (2025 CA Dashboard) 1a Math- All Students 1b Math- Low Income 1c Math- English Learner 1d Math- Long Term EL 1e Math- Foster Youth 1f Math- SWD	1a. Math – All Students 34.6 points below standard (Yellow) 1b. Math – Low Income (Socioeconomically Disadvantaged) 58.2 points below standard (Orange) 1c. Math – English Learners 95.7 points below standard (Red) 1d. Math – Long-Term English Learners (LTEL) 120.3 points below standard (Red) 1e. Math – Foster Youth	(Increase in all areas by 3–4 points): Based on the 2025 CA Dashboard Math data, overall student performance is significantly below standard, with All Students performing 34.6 points below standard (Yellow) and all identified student groups performing in the Orange or Red levels. The data reveal substantial achievement gaps, particularly among English Learners, Long-Term English Learners, Foster Youth, and Students with Disabilities, who are performing far below standard and require targeted academic support.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	85.6 points below standard (Red) 1f. Math – Students with Disabilities (SWD) 145.8 points below standard (Red)	An increase of 3–4 points across all student groups is a realistic and attainable goal, as it reflects incremental growth within the California Dashboard Distance from Standard metric. This level of improvement will be supported through the implementation of standards-aligned math instruction, use of high-quality curriculum, targeted interventions such as small group instruction and high-dosage tutoring, and ongoing data analysis during PLCs. Additionally, differentiated supports for English Learners, including language scaffolds within math instruction, and focused monitoring of Long-Term English Learners and Students with Disabilities will help accelerate progress. This expected increase represents a strategic and measurable step toward improving overall math achievement while working to close persistent achievement gaps among student groups.
Metric/Indicator (2024-25 CAASPP) 2a SBAC Math- All Students 2b SBAC Math- Low Income 2c SBAC Math- English Learner 2d SBAC Math- Long Term EL 2e SBAC Math- Foster Youth 2f SBAC Math- SWD	2a. SBAC Math – All Students 36.2% met or exceeded standard 2b. SBAC Math – Low Income (Socioeconomically Disadvantaged) 27.5% met or exceeded standard 2c. SBAC Math – English Learners 8.9% met or exceeded standard 2d. SBAC Math – Long-Term English Learners (LTEL)	(Increase in all areas by 3–4 percentage points): Based on the 2024–25 CAASPP Math data, overall student performance indicates that only 36.2% of students met or exceeded standards, with significantly lower outcomes among key student groups, including Low Income (27.5%), English Learners (8.9%), Long-Term English Learners (7.5%), and Students with Disabilities (6.2%). These data highlight substantial achievement gaps in

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	7.5% met or exceeded standard 2e. SBAC Math – Foster Youth No performance reported (fewer than 11 students) 2f. SBAC Math – Students with Disabilities (SWD) 6.2% met or exceeded standard	mathematics and demonstrate the need for targeted instructional support and intervention. An increase of 3–4 percentage points across all student groups is a realistic and attainable goal, as it reflects incremental growth in student proficiency while maintaining a focus on closing achievement gaps. This growth will be supported through the implementation of standards-aligned math instruction, consistent use of high-quality curriculum, and targeted interventions such as small group instruction and high-dosage tutoring. Additionally, ongoing progress monitoring, data-driven instruction during PLCs, and differentiated supports for English Learners, Long-Term English Learners, and Students with Disabilities will help accelerate learning. This expected increase represents a strategic and measurable step toward improving overall math achievement while addressing subgroup disparities and promoting long-term academic success.
Metric/Indicator (Winter 2026 NWEA MAP) % scored = 61 percentile of peers in national norm reference test 3a MAP Math- All Students 3b MAP Math- Low Income 3c MAP Math- English Learner 3d MAP Math- LTEL 3e MAP Math- Foster Youth 3f MAP Math- SWD	3a MAP Math – All Students: 55.6% 3b MAP Math – Low Income: 48.2% 3c MAP Math – English Learner: 29.9% 3d MAP Math – LTEL: 0% 3e MAP Math – Foster Youth: 0% 3f MAP Math – SWD: 18%	Increase - by 3-5% for both growth and achievement

Strategies/Activities

Complete a Strategy/Activity table for each of the school's strategies/activities. Include evidence-based interventions and align to goals, and actions. Add additional rows, including for Proposed Expenditures, as needed.

Strategy 1 - Use of state and district assessments to modify instruction and improve student achievement, specifically related to identified student groups

Students to be Served by this Strategy
Identify "All Students" and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is "Red" or "Orange" and/or student group performance is two or more performance levels below "all student" performance).

All students, in particular ELs grades 3-8. Additionally, students will be identified via diagnostic and additional assessments: MAP, BPST, CAASPP, etc. with teachers and interventionist.

Activity

1A: Interventionist: Hours will not exceed 24 hours per week, hired for 5-6 months, lowest 25% of students, assessed with Wonderworks and Study Sync fluency, BPST, math assessments and assess every 6 weeks to monitor data. Will assist with math intervention with components of the core curriculum.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	Title I, Part A Classified Instructional/Support Staff (Including Benefit) See ELA 1A

Strategy 2 - Use of site common assessments to monitor student progress on curriculum-embedded assessments and to modify/improve instructional strategies and materials

Students to be Served by this Strategy
Identify "All Students" and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is "Red" or "Orange" and/or student group performance is two or more performance levels below "all student" performance).

All students, in particular ELs grades 3-8. Additionally, students will be identified via diagnostic and additional assessments: MAP, BPST, CAASPP, etc. with teachers and interventionist.

Activity

2A: Utilize assessment data from Dream Box, Xtra math, Wonderworks, Aeries gradebook, MAP data, SMART goals, common assessment data for progress monitoring. Utilize teacher's early release Thursdays and staff meeting Tuesdays.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	None Specified 2A. Analyze data and apply results to modify instruction (contractual time)

Strategy 3 - Alignment of professional development to content standards, assessed student performance, and professional needs including status of meeting requirements for highly qualified staff

Students to be Served by this Strategy
Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All students, in particular ELs grades 3-8. Additionally, students will be identified via diagnostic and additional assessments: MAP, BPST, CAASPP, etc. with teachers and interventionist.

Activity
3A: Utilize district TOSAs for site based needs. Tech TOSA for training: CANVAS, Microsoft 365 features and to dig deeper into MAP and CAASPP data. District TOSAs will assist with DI and deeper learning for core curriculum (district funded TOSAs)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	District Funded Certificated Staff (Including benefits) 3A - See ELA 3A

Strategy 4 - Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches)

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All students, in particular ELs grades 3-8. Additionally, students will be identified via diagnostic and additional assessments: SMAP, BPST, CAASPP, etc. with teachers and interventionist.

Activity

4A: Utilize district TOSAs for site based needs. Tech TOSA for training: CANVAS, Microsoft 365 features and to dig deeper into MAP and CAASPP data. District TOSAs will assist with DI and deeper learning for core curriculum (district funded TOSAs)

4B:Release time for teachers to analyze multiple measures of student achievement data (CAASPP, MAP, curriculum-based assessments, and formative assessments) to identify Title I students needing additional academic support. Teachers will use the data to plan targeted, evidence-based interventions, monitor student progress, and adjust instruction to accelerate achievement for students who are not meeting grade-level standards. Focus: Targeted support for identified Title I students through intervention and progress monitoring.

4C:Teachers will participate in district provided professional development, whenever available (after school district funded PD)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	District Funded Certificated Staff (Including benefits) 4A- See ELA 4A
0	Title I, Part A Teacher Release Time-Subs (Including benefits) 4B - See ELA 4B
0	District Funded Certificated Staff (Including benefits) 4C - See ELA 4C

Strategy 5 - Teacher collaboration by grade level (K-8) and department (grades 9-12)

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All students, in particular ELs grades 3-8. Additionally, students will be identified via diagnostic and additional assessments: SMAP, BPST, CAASPP, etc. with teachers and interventionist.

Activity

5A: Release time for teachers to analyze multiple measures of student achievement data (CAASPP, MAP, curriculum-based assessments, and formative assessments) to identify Title I students needing additional academic support. Teachers will use the data to plan targeted, evidence-based interventions, monitor student progress, and adjust instruction to accelerate achievement for students who are not meeting grade-level standards. Focus: Targeted support for identified Title I students through intervention and progress monitoring.

5B:Principal data talks for progress monitoring, look at common assessments, class goals, MAP, CAASPP, AVANT testing (DI ONLY), meet as teams, PLC time during Tuesday staff meetings and Thursdays (2 times per month).

5C: IDP chats with teachers

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	Title I, Part A Teacher Release Time-Subs (Including benefits) 5A See ELA 4B
0	5B - No Cost
0	5C - No Cost

Strategy 6 - Teacher collaboration in transition planning (Pre-K – TK - Kindergarten; Elementary – Middle; Middle – High)

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

Preschool to kinder, 5th - middle school transitions, 8th - high school transitions.

Activity

6A: Collaborate with head start 2 times per year during preschool collaboration at Willow. Plan for the year and implement visitation for math.

6B: Partner with Wedgeworth, Cedarlane (feed elementary schools), Wilson HS for collaboration with transitions. Grade level planning towards throughout the year for ongoing transitions and collaboration. To assist with smooth transitions. Areas addressed will be math.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	6A - No Cost
0	6B - No Cost

Strategy 7 - Extended learning activities

Students to be Served by this Strategy
Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All students, in particular ELs grades 3-8. Additionally, students will be identified via diagnostic and additional assessments: MAP, BPST, CAASPP, etc. with teachers and interventionist.

Activity
7A: After school teacher planning to analyze data to determine student academic needs and strategically plan to differentiate and address those needs, develop and implement intervention and monitor ongoing basis (use Title I)

7B: After school yearbook club, robotics, math club, intramurals, cyber clubs, monitored by certificated staff -- Use of S&C

7C: Art masters for elementary classes and iChinese for dual immersion classes for grades 6-8 (other contracted services).

7D: Renaissance, AR, STAR, MYON and Brain Pop for all students in grades kinder-8 to assist in reading, comprehension for all students. Purchase of AR, STAR, MYON and Brain Pop, and reading components, and monthly monitoring via STAF to increase student achievement in reading for all students, particularly ELs students in lowest levels, and lowest achieving students who need additional support.

7E: Fieldtrips for all students, grades K-8, will attend at least 1 fieldtrip and transportation, as provided by school funds.

7F: Partner with Youth Science Center for hands on after school STEM activities (free for students)

7G: Replenish books, library books for students in library, focusing on books for SPED math and books for students with low reading levels. Also purchase books of high interested to students and lower lexile leveled books to increase reading proficiency.

7H: Screens for projection, effective use of technology and to increase student engagement (part of Materials and Supplies)

SEE 7H - NO COSTS INCLUDED. DELETE? IF COSTS INCLUDED, NOT ALLOWABLE FOR TITLE I BECAUSE THERE IS NO DIFFERENCE IN EXPLANATION FOR TITLE I AND S&C. PLEASE DIFFERENTIATE DISCRIPTIONS OF TECHNOLOGIES FOR THE 2 FUNDING SOURCES TO ENSURE ALLOWABILITY. INCLUDE EXPENDITURE AMOUNTS BECAUSE THERE IS NO ELA GOAL 1 7H

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	Title I, Part A Teacher Workshop/Additional Hrs (Including benefits) See ELA 7A
0	LCFF S&C Teacher Workshop/Additional Hrs (Including benefits) See ELA 7B
0	LCFF S&C Contracted Services See ELA 7C
0	Title I, Part A Contracted Services See ELA 7D
0	LCFF S&C Contracted Services See ELA 7E
0	See ELA 7F - No Cost
0	Title I, Part A Books (Excluding core textbooks) See ELA 7G
0	Title I, Part A Non-Capitalized Equipment ($500-$4,999 per item)

	See ELA 7H
0	LCFF S&C Non-Capitalized Equipment ($500-$4,999 per item) See ELA 7H

Strategy 8 - Services provided by the regular/core program that enable underperforming students to meet grade level standards

Students to be Served by this Strategy
Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All students, in particular ELs grades 3-8. Additionally, students will be identified via diagnostic and additional assessments: MAP, BPST, CAASPP, etc. with teachers and interventionist.

Activity

8A: Release times for teacher to plan lessons in Math, leadership for identified target groups: Math, suspension and attendance. Will look at data from CAASPP, MAP, common assessments, etc. to plan and implement intervention. Can be utilized for summer planning and after school planning to review and plan.

8B: Interventionist: Hours will not exceed 24 hours per week, hired for 5-6 months, lowest achieving students, assessed with Wonderworks and Study Sync fluency, BPST, and assess every 6 weeks to monitor data. Will assist with math and ELA intervention with components of the core curriculum and math.

8C: District purchase of Xtra Math, Dream Box, CANVAS - subscription based tech resources to assist core curriculum

8D: SFTs to be held to students struggling academically, behaviorally, students with increase suspensions and those identified for attendance every 6 week cycle's done either virtually or in person. Addendums to be held for students with IEPs to address math, change goals, monitor goals with case manager.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	Title I, Part A Teacher Release Time-Subs (Including benefits) 8A - See ELA 4B
0	Title I, Part A

	Classified Instructional/Support Staff (Including Benefit) 8B - See ELA 1B
0	8C - No Cost
0	8D - No Cost

Strategy 10 - Resources available from family, school, district, and community to assist under-achieving students

Students to be Served by this Strategy
Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All students, in particular ELs grades 3-8. Additionally, students will be identified via diagnostic and additional assessments: MAP, BPST, CAASPP, etc. with teachers and interventionist.

Activity

10A: Monthly parent education meetings/classes, SSC to facilitate parent involvement, purchase light snacks for parent meetings, and ways to improve for attendance, suspensions and SPED math.

10B:Monthly calendar of events for parents/community. Use of Parent Square, instagram, facebook, twitter, marquee, emails to share school wide information to support and increase parent engagement.

10C:PTO and ASB sponsored events for student recognition, achievement.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	Title I Parent Involvement Supplemental Supplies 10A - See ELA 10A
0	10B - No Cost
0	

	10C - No Cost

Strategy 11 - Involvement of parents, community representatives, classroom teachers, other school personnel, and secondary students in the planning, implementation and evaluation of categorical programs

Students to be Served by this Strategy
Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All students, in particular ELs grades 3-8. Additionally, students will be identified via diagnostic and additional assessments: MAP, BPST, CAASPP, etc. with teachers and interventionist.

Activity

11A: School Site Council (SSC) meets regularly throughout the year to analyze data on student progress, make recommendations and provide feedback on SPSA, approve SPSA, monitor progress throughout the year and evaluate. At the beginning of the school year, there are also two Annual Title I meetings.

11B: Monthly parent education meetings/classes, SSC to facilitate parent involvement, purchase light snacks for parent meetings to go over goals and ways to improve for attendance, suspensions and SPED math.

11C: Monthly calendar of events for parents/community. Use of Parent Square, instagram, facebook, twitter, marquee, emails to share school wide information to support and increase parent engagement. Other parent groups, English Language Advisory Committee (ELAC), Dual Immersion Parent Advisory Committee (DIPAC), Parent Teacher Organization (PTO), meet regularly to advise the school and community on the school's categorical programs. The ELAC makes recommendations and gives feedback to SSC on the SPSA throughout the year.

11D: Staff, Students, SSC, ELAC, DIPAC, and other parents are involved in the yearly Comprehensive Needs Assessment Process and LCAP Survey

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	None Specified 11A - No Cost
0	Title I Parent Involvement Supplemental Supplies For 11B See ELA 10A
0	None Specified

	11C - No Cost
0	None Specified 11D - No Cost

Strategy 12 - Services provided by categorical funds that enable under-performing student to meet standards

Students to be Served by this Strategy
Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All students, in particular ELs grades 3-8. Additionally, students will be identified via diagnostic and additional assessments: MAP, BPST, CAASPP, etc. with teachers and interventionist.

Activity

12A: Counselor to provide support for suspension, attendance students, meet regularly. Work with TOSA and interventionist to identify lowest 25% of students to assist with data, reviewing data. Monitor and meet with parents and students to help/support 8th graders with academic profile.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	Title I, Part A Contracted Services 12A - See ELA 12A

Goals, Strategies, & Proposed Expenditures

Goal Subject

ENGLISH LEARNERS

LEA/LCAP Goal

All English Learners will achieve at high levels on performance assessments in preparation to meet UC/CSU admission requirements and/or career pathways upon graduation.

School Goal - English Learners

Target English Learners by looking at ELD assessments, ELPAC. Area of greatest need is writing per ELPAC tests. Will utilize ELPAC scores.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

1. The number of LTELS to decrease by 1%
2. English Learner Profess on ELPAC - Increase levels 4 by 3-4%
3. Reclassification Rate to incease by 5%

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal. ATSI/CSI/TSI school must include metrics related to the metrics that led to ATSI/CSI/TSI eligibility.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Metric/Indicator (2025 CA Dashboard) ELPI 1a English Learner Progress Indicator 1b Long Term EL Progress Indicator	1a. English Learner Progress Indicator (ELPI) 48.3% of English Learners making progress toward English language proficiency (Medium) 1b. Long-Term English Learner Progress Indicator (LTEL) 31.6% of Long-Term English Learners making progress toward English language proficiency (Low)	Increase by 5%
Metric/Indicator (2024-25 CAASPP-ELPAC) 2a Summative ELPAC Level 4-EL 2b Summative ELPAC Level 4-LTEL	2a. Summative ELPAC Level 4 – English Learners (EL) 12.8% of English Learners achieved Level 4 (Well Developed)	Increase level 4 by 5% Reclassify all students at Level 4

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2b. Summative ELPAC Level 4 – Long-Term English Learners (LTEL) 6.5% of Long-Term English Learners achieved Level 4 (Well Developed)	
Metric/Indicator (SIS) 3a 2024-25 English Learner Reclassification Rate	3a. 2024–25 English Learner Reclassification Rate 12.4% of English Learners were reclassified as Fluent English Proficient (RFEP)	Increase reclassification rate by 3-5% Lower LTELs by 3-5%

Strategies/Activities

Complete a Strategy/Activity table for each of the school's strategies/activities. Include evidence-based interventions and align to goals, and actions. Add additional rows, including for Proposed Expenditures, as needed.

English Learner Planned Improvements must include evidence-based activities to address Designated and Integrated ELD for all ELs (including Dually Identified) until reclassified, LTELs, EL and RFEP monitoring and reclassification.

Strategy 1 - Use of state and district assessments to modify instruction and improve student achievement, specifically related to identified student groups

Students to be Served by this Strategy
Identify "All Students" and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is "Red" or "Orange" and/or student group performance is two or more performance levels below "all student" performance).

Need to target EL by looking at ELS assessments and ELPAC. Areas of greatest need is writing and reading, per ELPAC test. Implement strategies for designated and integrated ELD to assist with reading and writing, which are targeted areas.

Activity

1A: Work closely with district multilingual department and district TOSAs to set up PDs or trainings, focusing on EL students, specifically in the area of reading and writing, where EL students need the most support. Targeted interventions will be provided for LTELs, including small-group instruction, progress monitoring, and explicit language development strategies aimed at accelerating English proficiency and closing achievement gaps.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	District Funded EL 1A

Strategy 2 - Use of site common assessments to monitor student progress on curriculum-embedded assessments and to modify/improve instructional strategies and materials

Students to be Served by this Strategy
Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

Need to target EL by looking at ELS assessments and ELPAC. Areas of greatest need is writing and reading, per ELPAC test. Implement strategies for designated and integrated ELD to assist with reading and writing, which are targeted areas.

Activity

2A: EL Facilitators will assist with completion of EL monitoring tools, ISPELs and provide feedback and PD after they have attended district level EL trainings. Assist with monitoring ISPELs and look at student data and progress. Will utilize ELLEVATION to look at student data. Site

2B: School site EL Facilitators will assist with monitoring and tracking RFEP students progress by looking and reviewing report cards. EL coordinators and admin will assist with tracking and providing support to RFEP students not making progress.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	2A - No Cost
0	2B - No Cost

Strategy 3 - Alignment of professional development to content standards, assessed student performance, and professional needs including status of meeting requirements for highly qualified staff

Students to be Served by this Strategy
Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red”

or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

Need to target EL by looking at ELS assessments and ELPAC. Areas of greatest need is writing and reading, per ELPAC test. Implement strategies for designated and integrated ELD to assist with reading and writing, which are targeted areas.

Activity

3A: District level EL PDs are offered throughout the year. Will continue to let all teachers know and encourage them to attend on how to best support the needs of our ELs in all levels. Teachers will participate in ongoing professional development focused on effective ELD strategies, data analysis, and culturally responsive practices. Implementation will be monitored through classroom observations, data reviews, and PLC collaboration cycles to ensure fidelity and continuous improvement.

3B: ELD facilitators will attend district PDs and meetings. Will follow up and share information learned during staff meetings and biweekly PLC meetings. Will meet with principal and admin related topics.

3C:Work closely with multilingual department and district TOSAs to set up PDs or trainings focusing on EL students, specifically in the area of reading and writing where EL students need the most support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	3A - No Cost
0	3B - No Cost
0	3C - No Cost

Strategy 4 - Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches)

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

Need to target EL by looking at ELS assessments and ELPAC. Areas of greatest need is writing and reading, per ELPAC test. Implement strategies for designated and integrated ELD to assist with reading and writing, which are targeted areas.

Activity

4A: Principal/AP to monitor ongoing implementation of designated and integrated ELD time.

4B:During integrated and designated ELD time, use of core curriculum and adopted curriculum.

4C: ELD coordinator/facilitator will provide assistance as needed throughout the year for integrated and designated ELD time.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	4A - No Cost
0	4B - No Cost
0	4C - No Cost

Strategy 5 - Teacher collaboration by grade level (K-8) and department (grades 9-12)

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

Need to target EL by looking at ELS assessments and ELPAC. Areas of greatest need is writing and reading, per ELPAC test. Implement strategies for designated and integrated ELD to assist with reading and writing, which are targeted areas.

Activity

5A: Support middle school by completing student articulation cards and providing feedback on how to best support students in all EL levels.

5B: Work with high school counselors by speaking to and collaborating/feedback on how to best support students in all EL levels.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	5B - No Cost
0	5A - No Cost

Strategy 6 - Teacher collaboration in transition planning (Pre-K – TK - Kindergarten; Elementary – Middle; Middle – High)

Students to be Served by this Strategy
Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)

Strategy 10 - Resources available from family, school, district, and community to assist under-achieving students

Students to be Served by this Strategy
Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

Need to target EL by looking at ELS assessments and ELPAC. Areas of greatest need is writing and reading, per ELPAC test. Implement strategies for designated and integrated ELD to assist with reading and writing, which are targeted areas.

Activity

10A: Monthly parent education meetings/classes, SSC to facilitate parent involvement, purchase light snacks for parent meetings to go over goals, and ways to improve for attendance, suspensions and SPED math.

10B: Monthly calendar of events for parents/community. Use of Parent Square, instagram, facebook, twitter, marquee, emails to share school wide information to support and increase parent engagement.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	Title I Parent Involvement Supplemental Supplies 10A - See ELA 10A
0	10B - No Cost

Strategy 11 - Involvement of parents, community representatives, classroom teachers, other school personnel, and secondary students in the planning, implementation and evaluation of categorical programs

Students to be Served by this Strategy
Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

Need to target EL by looking at ELS assessments and ELPAC. Areas of greatest need is writing and reading, per ELPAC test. Implement strategies for designated and integrated ELD to assist with reading and writing, which are targeted areas.

Activity

11A: School Site Council (SSC) meets regularly throughout the year to analyze data on student progress, make recommendations and provide feedback on SPSA, approve SPSA, monitor progress throughout the year and evaluate. At the beginning of the school year, there are also two Annual Title I meetings.

11B: Monthly parent education meetings/classes, Coffee with the Principal, SSC to facilitate parent involvement, purchase light snacks for parent meetings to go over ATSI goals, and ways to improve for attendance, suspensions and SPED math.

11C: Monthly calendar of events for parents/community. Use of Parent Square, instagram, facebook, twitter, marquee, emails to share school wide information to support and increase parent engagement. Other parent groups, English Language Advisory Committee (ELAC), Dual Immersion Parent Advisory Committee (DIPAC), Parent Teacher Organization (PTO), meet regularly to advise the school and community on the school's categorical programs. The ELAC makes recommendations and gives feedback to the SDM on the SPSA throughout the year.

11D: Staff, Students, SSC, ELAC, DIPAC, and other parents are involved in the yearly Comprehensive Needs Assessment Process and LCAP Survey

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	None Specified 11A - No cost
0	Title I Parent Involvement Supplemental Supplies 11B - See ELA 10A
0	None Specified 11C - No Cost
0	None Specified 11D - No Cost

Goals, Strategies, & Proposed Expenditures

Goal Subject

SCHOOL CLIMATE & ENGAGEMENT

LEA/LCAP Goal

GOAL FOR SCHOOL CLIMATE: All students, Pre-K through 12, including low income, English Learners, and foster youth, will be provided with safe, positive learning environments that result in decreased student suspension and expulsion rates, increased school safety rates, and a greater sense of school connectedness for all staff, students, parents, and community.

GOAL FOR STUDENT ENGAGEMENT: All students, Pre-K through 12, including low income, English Learners, and foster youth, will be actively, purposefully, and positively engaged in school and learning, resulting in increased student attendance and graduation rates.

School Goal - School Climate

The percentage of ADA will increase to 98% for the 2023-24 school year.
Suspensions - less than 18
Discipline referrals 10 or less.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Daily attendance and suspension rates are an area of need, focusing on SPED students, SART students, and students with more that 8% of absences.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal. ATSI/CSI/TSI school must include metrics related to the metrics that led to ATSI/CSI/TSI eligibility.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Metric/Indicator (2025 CA Dashboard)-Suspension Rate 1a All Students 1b Low Income 1c English Learner 1d LTEL 1e Foster Youth 1f SWD	1a. All Students 3.2% suspension rate (Yellow) 1b. Low Income (Socioeconomically Disadvantaged) 3.8% suspension rate (Yellow) 1c. English Learners 2.6% suspension rate (Green) 1d. Long-Term English Learners (LTEL) 3.5% suspension rate (Yellow) 1e. Foster Youth	Decrease all areas by 2%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	8.7% suspension rate (Red) 1f. Students with Disabilities (SWD) 7.9% suspension rate (Red)	
Metric/Indicator (2025-26 CHKS-Overall Perception) 2a “Safe or Very Safe” Grade 5 2b “Safe or Very Safe” Grade 7	2a: 30% most of the time, 60% all the time 2b: 59% feel safe at school	Increase all areas by 10%
Metric/Indicator (2025-26 CHKS-Overall Connectedness) 3a “Agree/Strongly Agree” Grade 5 3b “Agree/Strongly Agree” Grade 7	2a: 77% overall connectedness 2b: 56% overall connectedness	Increase all areas by 10%
Metric/Indicator (SIS)-2024-25 Attendance Rate 4a TK-8 All Students 4b TK-8 Low Income 4c TK-8 English Learner 4d TK-8 Foster Youth 4e TK-8 SWD	4a. TK–8 All Students 95.1% attendance rate 4b. TK–8 Low Income (Socioeconomically Disadvantaged) 94.6% attendance rate 4c. TK–8 English Learners 95.8% attendance rate 4d. TK–8 Foster Youth 91.3% attendance rate 4e. TK–8 Students with Disabilities (SWD) 93.2% attendance rate	Decrease by 2%
Metric/Indicator (2025 CA Dashboard)-Chronic Absenteeism Rate 5a K-8 All Students 5b K-8 Low Income 5c K-8 English Learner 5d K-8 Long Term EL 5e K-8 Foster Youth 5f K-8 SWD	5a. K–8 All Students 18.6% chronic absenteeism rate (Orange) 5b. K–8 Low Income (Socioeconomically Disadvantaged) 20.9% chronic absenteeism rate (Red) 5c. K–8 English Learners 14.7% chronic absenteeism rate (Yellow) 5d. K–8 Long-Term English Learners (LTEL)	Decrease by 3%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	17.8% chronic absenteeism rate (Orange) 5e. K–8 Foster Youth 32.5% chronic absenteeism rate (Red) 5f. K–8 Students with Disabilities (SWD) 26.3% chronic absenteeism rate (Red)	

Strategies/Activities

Complete a Strategy/Activity table for each of the school's strategies/activities. Include evidence-based interventions and align to goals, and actions. Add additional rows, including for Proposed Expenditures, as needed.

Strategy 1 - Use of state and district assessments to modify instruction and improve student achievement, specifically related to identified student groups

Students to be Served by this Strategy
Identify "All Students" and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is "Red" or "Orange" and/or student group performance is two or more performance levels below "all student" performance).

All students, in particular with students for attendance and suspensions.

Activity

1A: Work closely with teachers to identify students that are chronically absent: hold SFT's, create plan, CICO, rewards.

1B: Healthy kids survey in 5th & 8th grade - areas where we can support students for safety to make it safer for all students to attend school.

1C: Look at suspension data and areas of offence, work with teachers, leadership team, TOSAs in order to implement

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	District Funded

	Certificated Staff (Including benefits) 1A - Contractual Time
0	None Specified 1B - No Cost
0	None Specified 1C - No Cost - Contractual time

Strategy 2 - Use of site common assessments to monitor student progress on curriculum-embedded assessments and to modify/improve instructional strategies and materials

Students to be Served by this Strategy
Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All students, in particular with students for attendance and suspensions.

Activity

2A: Monitor student attendance and suspensions, implement CICO, meetings with parents/staff, work together on how to best support students.

2B: Have SART meetings with families, SARB, if needed. Provide ongoing communication with parents in regards to the importance of attendance. Can share attendance reports during Coffee with Principal, ELAC, SSC, additional parent meetings, staff meetings. Trainings will also occur for parents in ELAC, SSC and Coffee with the Principal

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	None Specified 2A - No Cost
0	None Specified 2B - No Cost

Strategy 3 - Alignment of professional development to content standards, assessed student performance, and professional needs including status of meeting requirements for highly qualified staff

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All students, in particular with students for attendance and suspensions.

Activity

3A: Work with Student and Family Services for support with students in SART/SARB. Work with SFS for additional training and/or updated information/protocol on student support when it comes to suspensions and attendance.

3B:Provide additional support and training, as needed by school psychologist or school/district counselors to identify and support students, tiered MTSS support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	None Specified 3A - No Cost
0	None Specified 3B - No Cost

Strategy 4 - Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches)

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All students, in particular with students for attendance and suspensions.

Activity

4A:Utilize district TOSAs for site based needs. MTSS training as needed. Mental health trainings for how to best support students, particularly in attendance and suspensions.

4B:School counselor to attend trainings and meetings and share relevant information to assist with attendance and suspensions at staff meetings, admin meetings, PLC time with teachers.

4C:Use of Care Solace, school counseling services, outside counseling services to help train teachers on services available to students and families.

4D: SEL lessons and implementation, additional support and trainings provided by school counselor, equity and access, as needed.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	District Funded Certificated Staff (Including benefits) 4A
0	None Specified 4B - No Cost
0	None Specified 4C - No Cost
0	None Specified 4D - No Cost

Strategy 6 - Teacher collaboration in transition planning (Pre-K – TK - Kindergarten; Elementary – Middle; Middle – High)

Students to be Served by this Strategy
Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All students, in particular with students for attendance and suspensions.

Activity
6A: Transitional Activities and/or informational assemblies/visitations to school sites will be planned for PreK to K, 5th to 6th, and 8th to 9th grades to help ensure a seamless transition for students and families into the next grade level or into a new school site (Feeder schools into Middle Schools/High Schools). Teachers/Counselors will also meet to discuss student groups and support/interventions needed at least twice a year.

6B:Counselor will attend the District SSN Articulation Meeting

6C: Students with Disabilities Transitional Meetings/Spring of 2024 to review placement and ensure students are enrolled in Least Restrictive Environment. Meetings are to occur in collaboration with educational specialists of respective transitioning sites.

6D: Articulation Meetings with Wilson High School. Middle School Teachers will meet with Wilson High School Teachers 2-3 times per year on ELA, Math, etc., to discuss curriculum articulation, best practices, and student groups' needs/support.

6E: Weekly announcements via TBird TV to talk about the importance of being safe, respectful and responsible. School wide weekly announcements and 3 assemblies throughout the year on MTSS/PBIS goals.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	None Specified 6A - No Cost
0	None Specified 6B - No Cost
0	None Specified 6C - No Cost
0	None Specified 6D - No Cost
0	None Specified 6E - No Cost

Strategy 7 - Extended learning activities

Students to be Served by this Strategy
Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

N/A

Activity
N/A

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as

applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s) Source(s)

Strategy 8 - Services provided by the regular/core program that enable underperforming students to meet grade level standards

Students to be Served by this Strategy
Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All students, in particular with students for attendance and suspensions.

Activity

8A: Further develop goals for attendance and behavior, increase parent involvement and fidelity with MTSS - behavior/PBIS, increase attendance checks to monthly, meetings with parents and students (monthly).

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	None Specified 8A - No Cost

Strategy 9 - Evidence-based educational practices to raise achievement of identified student groups

Students to be Served by this Strategy
Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All students, in particular with students for attendance and suspensions.

Activity

9A: School-wide Attendance Campaign, Academic Recognition Program, and Student Achievement Certificates/Medals. Students will be recognized and celebrated multiple times a year for reaching personal academic, attendance, and behavioral (social-emotional/social skill building) goals. This activity is implemented using existing school resources and staff; no additional expenditures are requested from this funding source.

9B:Clerical Staff Additional Hours; Site Supervision Aides for supervision, including subs. Services to support the summer programs and office tasks for the students; supervision before/during/after school

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	9A - No Cost
0	9B - District Funded

Strategy 10 - Resources available from family, school, district, and community to assist under-achieving students

Students to be Served by this Strategy
Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All students, in particular with students for attendance and suspensions.

Activity
10A: Parent Meetings throughout the year, such as SSC/ELAC/DLAC/DAC/DIPAC/LCAP/PTO to ensure parents are given available resources, materials, and information regarding the school's and district's instructional program and events.

10B: Parents are given access to AERIES Gradebook & Canvas Learning Management System to monitor their child's grades and communicate with teachers regarding concerns on academics and behavior.

10C: Parents/Students/Community is given access to school communications/activities/events via flyers, Meetings, Facebook, Instagram, school website, Parent Square, marquee, twitter

10D: Parents/Students/Community are invited to participate in cultural/social events that take place throughout the year which include but are not limited to Back-to-School Night; Title I & EL Parent Orientation; Patriot Day Assembly; Hispanic Heritage Celebration; Dual Immersion Moon Festival; Lunar New, Year Celebration; Open House, K-8, Wilson HS STEM night.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as

applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	None Specified 10A - No Cost
0	None Specified 10B - No Cost
0	None Specified 10C - No Cost
0	None Specified 10D - No Cost

Strategy 11 - Involvement of parents, community representatives, classroom teachers, other school personnel, and secondary students in the planning, implementation and evaluation of categorical programs

Students to be Served by this Strategy
Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All students, in particular with students for attendance and suspensions.

Activity

11A:Parent Meetings throughout the year, such as, SDM/ELAC/DLAC/DAC/DIPAC/LCAP/PTO to ensure parents are given available resources, materials, and information regarding the school's and district's instructional program and events.

11B: Master scheduling for K-8 staffing and courses/3-4 times year including summer. Work on/edit the master schedules for K-8 staff and courses afterschool and/or during the summer to ensure student groups are placed into appropriate classes to meet their educational needs.

11C: Parents are given the opportunity to submit a School Climate/Parent Survey/SSC/LCAP Survey yearly to evaluate the school's program/SPSA.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)

0	None Specified 11A - No Cost
0	None Specified 11B - No Cost
0	None Specified 11C - No Cost

Strategy 12 - Services provided by categorical funds that enable under-performing student to meet standards

Students to be Served by this Strategy
Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All students, in particular with students for attendance and suspensions.

Activity

12A: Parent Meetings throughout the year, such as SSC/ELAC/DLAC/DAC/DIPAC/LCAP/PTO to ensure parents are given available resources, materials, and information regarding the school's and district's instructional program and events.

12B: Parents are given access to AERIES Gradebook & Canvas Learning Management System to monitor their child's grades and communicate with teachers regarding concerns on academics and behavior.

12C: Parents/Students/Community is given access to school communications/activities/events via flyers, Meetings, Facebook, Instagram, school website, Parent Square, marquee, twitter

12D: Parents/Students/Community are invited to participate in cultural/social events that take place throughout the year which include but are not limited to Back-to-School Night; Title I & EL Parent Orientation; Patriot Day Assembly; Hispanic Heritage Celebration; Dual Immersion Moon Festival; Lunar New, Year Celebration; Open House, K-8, Wilson HS STEM night.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	None Specified 12A - No Cost

0	None Specified 12B - No Cost
0	None Specified 12C - No Cost
0	None Specified 12D - No Cost

Budget Summary

Complete the Budget Summary Table below. The Budget Summary is required for schools funded through the Consolidated Application (ConApp), and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary Table

Description	Amount
Total Title I Funds Provided to the School Through the ConApp (Title I Part A + Title I Parent Involvement = Total Title I Funds)	$$88,195.00
Total Title I Funds Budgeted for strategies to meet the goals in the SPSA (Title I Part A + Title I Parent Involvement = Total Title I Funds)	$$88,195.00
Total CSI Funds Provided to the School from the LEA	$
Total CSI Funds Budgeted for strategies to meet the goals in the SPSA	$

Federal, State, and Local Funds

Federal programs that the school is including in the schoolwide program.

Federal Programs	Allocation ($)
Title I Parent Involvement	$2,845.00
Title I, Part A	$85,350.00

Subtotal of federal funds included for this school: $88,195.00

State and local programs that the school is including in the schoolwide program.

State or Local Programs	Allocation ($)
	$0.00
District Funded	$0.00
LCFF S&C	$77,750.00
None Specified	$0.00

Subtotal of state or local funds included for this school: $77,750.00

Total of federal, state, and/or local funds for this school: $165,945.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
	0.00
District Funded	0.00
LCFF S&C	77,750.00
None Specified	0.00
Title I Parent Involvement	2,845.00
Title I, Part A	85,350.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
Books (Excluding core textbooks)	2,924.00
Certificated Staff (Including benefits)	0.00
Classified Instructional/Support Staff (Including Benefit)	20,191.00
Contracted Services	60,189.00
Non-Capitalized Equipment ($500-$4,999 per item)	2,000.00
Supplemental Supplies	2,845.00
Teacher Release Time-Subs (Including benefits)	39,177.00
Teacher Workshop/Additional Hrs (Including benefits)	38,619.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount

		0.00
	District Funded	0.00
Certificated Staff (Including benefits)	District Funded	0.00
Contracted Services	LCFF S&C	33,189.00
Non-Capitalized Equipment ($500-$4,999 per item)	LCFF S&C	2,000.00
Teacher Release Time-Subs (Including benefits)	LCFF S&C	27,561.00
Teacher Workshop/Additional Hrs (Including benefits)	LCFF S&C	15,000.00
	None Specified	0.00
Supplemental Supplies	Title I Parent Involvement	2,845.00
Books (Excluding core textbooks)	Title I, Part A	2,924.00
Classified Instructional/Support Staff (Including Benefit)	Title I, Part A	20,191.00
Contracted Services	Title I, Part A	27,000.00
Non-Capitalized Equipment ($500-$4,999 per item)	Title I, Part A	0.00
Teacher Release Time-Subs (Including benefits)	Title I, Part A	11,616.00
Teacher Workshop/Additional Hrs (Including benefits)	Title I, Part A	23,619.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1 - ELA	165,945.00
Goal 2 - Math	0.00
Goal 3 - English Learner	0.00
Goal 4 - School Climate	0.00

Duty Statements - Title I funded positions (FTE only)

Duty Statement **Job Title:** **Employee Name:**	
Funding Resource: Title I **Percent FTE:**	**Funding Resource:** **Percent FTE:**

2025-2026 School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student- first name
Kim Lee	X				
Rachel Ramirez		X			
Brialle Kammert		X			
Kim Wang		X			
Lina Bak		X			
Jelly Wang			X		
Fatima Rossen				X	
Monica Lee				X	
Angel Otsuka				X	
Faith					X
Bailey					X
Jenny					X
Numbers of members of each category:	**1**	**4**	**1**	**3**	**3**

Elementary SSC Composition: 10 members. Half the members are the principal, 3 classroom teachers, 1 classified staff. Half the members are 5 parents or other community members.
Secondary SSC Composition: 12 members. Half the members are the principal, 4 classroom teachers, 1 classified staff. Half the members are 3 parents and 3 students.

2025-2026 English Learner Advisory Committee (ELAC)

California Education Code describes the requirement that each California public school, grades kindergarten through 12, with 21 or more English learners must form an English Learner Advisory Committee (ELAC). Parents or guardians of English learners must have an opportunity to elect the parent members to serve on the ELAC or subcommittee, and each ELAC shall have the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC).

Name of Members	Principal/ Admin. Designee	School Staff	Parent of current EL	Other Parent or Community Member
Kimberly Metz	X			
Brialle Kammert		X		
Tingting Qu			X	
Grace Shen			X	
Khine Win			X	
Quan Wang			X	
Yuna Kim			X	
Numbers of members of each category:	**1**	**1**	**5**	

ELAC Composition Requirements

Requirements for ELAC elections include:

1. Parents of English learners comprise at least the same percentage of the ELAC membership as English learners constitute of the school's total student population. For example, if 25 percent of the students in a school are English learners, then parents/guardians of English learners must comprise 25 percent of the ELAC membership.
2. Other members of the ELAC can be parents/guardians, school staff, and /or community members as long as the minimum percentage requirement for EL parents is maintained

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The school plan was developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, and administrators, and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students.

The SSC sought and considered all recommendations from the English Learner Advisory Committee before adopting this plan.

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on: April 28, 2026

Attested:

Principal, Kim Lee on April 28, 2026

SSC Chairperson, Lina Bak on April 28, 2026

Evidence-Based Interventions

Guidance and Instructions: All CSI/ATSI/TSI schools must implement Evidence-Based Interventions as part of their improvement plan. The term "intervention" can include *activities, strategies, or interventions*. For further guidance on Evidence-Based Interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at: https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf

Complete questions 1 through 10 for *EACH* evidence-based intervention that will be implemented:

1. Dashboard Indicator: Indicate all Dashboard Indicators that this evidence-based intervention addresses.

English Language Arts (3-8,11)

Mathematics (3-8,11)

English Learner Progress (1-12)

Chronic Absenteeism (TK-12)

Suspension Rate (TK-12)

College/Career (9-12)

Graduation Rate (9-12)

2. Students Group(s): Indicate the student group(s) that will be the focus of this evidence-based intervention (ATSI must include the student group(s) that are consistently underperforming, for which the school received the ATSI designation.)

All Students
English Learners
Foster Youth
Homeless
Race/Ethnicity – Specify
Socioeconomically Disadvantaged
Students with Disabilities

3. Evidence Rating: Indicate the Evidence Rating for the intervention (see p.7 of USDE's guidance "Using Evidence to Strengthen Education Investments")

Strong

Moderate

Promising

4. Rating Rationale: Indicate the source that was used to determine the rating.

Evidence for ESSA: https://www.evidenceforessa.org/

What Works Clearinghouse https://ies.ed.gov/ncee/wwc/

Social-Emotional Learning Interventions (RAND) - https://www.wallacefoundation.org/knowledge-center/Documents/Social-and-Emotional-Learning-Interventions-Under-ESSA.pdf

Attendance Playbook - https://www.future-ed.org/wp-content/uploads/2019/07/Attendance-Playbook.pdf

Other-Specify and Provide Link to Study:

5. Intervention Status: Indicate if this is a new or continuing Intervention.

New

Continuing

6. Evidence-Based Intervention Name: Indicate the name of the evidence-based intervention.

7. Describe the evidence-based intervention and funding source. If already addressed in your SPSA, indicate the Planned Improvement section and Strategy/Activity number(s).

8. Describe how the evidence-based intervention will be evaluated, and note clearly the measurable outcome(s) you will use to evaluate the effectiveness.

9. If answered, "continuing" to question #4, what data supports the intervention is improving student achievement? If data does not indicate student progress, what will you do differently? If answered "new" to question #4, write "NA"

10. Federal CSI Funding: Enter the total Federal Funds provided to the School from the LEA for CSI. (CSI only. Federal funds for CSI shall not be used in schools eligible for ATSI. In addition, funds for CSI shall not be used to hire permanent staff.)

$

Evidence-Based Interventions

Guidance and Instructions: All CSI/ATSI/TSI schools must implement Evidence-Based Interventions as part of their improvement plan. The term "intervention" can include *activities, strategies, or interventions*. For further guidance on Evidence-Based Interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at: https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf

Complete questions 1 through 10 for *EACH* evidence-based intervention that will be implemented:

1. Dashboard Indicator: Indicate all Dashboard Indicators that this evidence-based intervention addresses.

English Language Arts (3-8,11)

Mathematics (3-8,11)

English Learner Progress (1-12)

Chronic Absenteeism (TK-12)

Suspension Rate (TK-12)

College/Career (9-12)

Graduation Rate (9-12)

2. Students Group(s): Indicate the student group(s) that will be the focus of this evidence-based intervention (ATSI must include the student group(s) that are consistently underperforming, for which the school received the ATSI designation.)

All Students
English Learners
Foster Youth
Homeless
Race/Ethnicity – Specify
Socioeconomically Disadvantaged
Students with Disabilities

3. Evidence Rating: Indicate the Evidence Rating for the intervention (see p.7 of USDE's guidance "Using Evidence to Strengthen Education Investments")

Strong

Moderate

Promising

4. Rating Rationale: Indicate the source that was used to determine the rating.

Evidence for ESSA: https://www.evidenceforessa.org/

What Works Clearinghouse https://ies.ed.gov/ncee/wwc/

Social-Emotional Learning Interventions (RAND) - https://www.wallacefoundation.org/knowledge-center/Documents/Social-and-Emotional-Learning-Interventions-Under-ESSA.pdf

Attendance Playbook - https://www.future-ed.org/wp-content/uploads/2019/07/Attendance-Playbook.pdf

Other-Specify and Provide Link to Study:

5. Intervention Status: Indicate if this is a new or continuing Intervention.

New

Continuing

6. Evidence-Based Intervention Name: Indicate the name of the evidence-based intervention.

7. Describe the evidence-based intervention and funding source. If already addressed in your SPSA, indicate the Planned Improvement section and Strategy/Activity number(s).

8. Describe how the evidence-based intervention will be evaluated, and note clearly the measurable outcome(s) you will use to evaluate the effectiveness.

9. If answered, "continuing" to question #4, what data supports the intervention is improving student achievement? If data does not indicate student progress, what will you do differently? If answered "new" to question #4, write "NA"

10. Federal CSI Funding: Enter the total Federal Funds provided to the School from the LEA for CSI. (CSI only. Federal funds for CSI shall not be used in schools eligible for ATSI. In addition, funds for CSI shall not be used to hire permanent staff.)

$

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs, specifically addressing CSI and ATSI identification as applicable.

School and Student Performance Data

Review the given or requested data with Educational Partners. Document 3-5 conclusions about the data, highlighting schoolwide and student group(s) strengths and area(s) of need. If a school is identified as CSI or ATSI, specifically analyze data that contributed to school's eligibility.

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Comprehensive Needs Assessment

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided. Highlight successes and gaps/needs reflected in the data in the Conclusion of each data section.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school year, and a summary of results from the survey(s). Surveys in this section are defined as an

investigation of the opinions or experiences of a group of people, based on a series of questions. These can be completed in large or small groups (schoolwide, advisory meetings, staff meeting) through a written or oral collection of responses.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Analysis of Current Instructional Program

The Elementary and Secondary Education Act (ESEA) of 1965 and reauthorized by Every Student Succeeds Act (ESSA), 2015, outlines the Essential Program Components of a Title I Schoolwide Program: comprehensive needs assessment, comprehensive schoolwide plan and annual evaluation of the schoolwide plan. For the comprehensive needs assessment, use the following categories to discuss and develop critical findings that characterize current instructional practice for numerically significant student groups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on an analysis of quantitative data and qualitative data. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made to close identified achievement gaps, particularly among significant student groups. Special consideration should be given to any practices, policies, or procedures found to be ineffective through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and district assessments to modify instruction and improve student achievement, specifically related to identified student groups. Describe how data was shared and what groups it was shared with. Describe what strategies are in place to facilitate the use of state and local assessments to modify instruction and improve student achievement.

Use of site common assessments to monitor student progress on curriculum-embedded assessments and to modify/improve instructional strategies and materials. Describe how data was used by Leadership, grade levels, PLC's etc. to monitor student progress and modify instructions.

Professional Development, Teaching and Learning

Alignment of professional development to content standards, assessed student performance, and professional needs including status of meeting requirements for highly qualified staff. Based on needs reflected in the analysis of data and the current instructional program, to what level is professional development (LSF, Site PD days, Staff meetings, etc.) aligned to this need. *Not Aligned, Mostly Aligned, Always Aligned.*

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) Description of support and training provided by district personnel (Teacher Specialists in Math, ELA, ELD, etc.) and site personnel (TTL, Literacy Coaches, etc.)

Teacher collaboration by grade level (K-8) and department (grades 9-12) Description of how often teacher collaboration takes place in order to address needs and plan instruction based on ongoing data analysis? *Always, Sometimes, Never*

Teacher collaboration in transition planning (Pre-K – TK – Kindergarten; Elementary – Middle; Middle – High)

Implementation of Designated and Integrated ELD for all English Learners based on their language proficiency until reclassified

Extended learning activities

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet grade level standards. Describe to what level differentiated instruction and small group instruction is evident in classrooms. *Not Evident, Mostly Evident, Always Evident.*

Evidence-based educational practices to raise student achievement of identified student groups. Using the What Works Clearinghouse link, https://ies.ed.gov/ncee/wwc/ describe what evidence based interventions are being implemented to raise student achievement.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students. Describe the level of availability of resources (books, technology, tutoring, etc.) from the above groups. *Always Available, Occasionally Available, Never Available*

Involvement of parents, community representatives, classroom teachers, other school personnel, and secondary students, in the planning, implementation, and evaluation of Title I programs. Description of the process and procedures followed to ensure SSC member active participation in categorical programs, including number and frequency of meetings and process for receiving and responding to advisory committee recommendations.

Funding

Services provided by categorical funds that enable underperforming students to meet standards

Educational Partner's Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Annual Evaluation

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies and Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy using the “Strategy #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” and/or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Title I Funds Provided to the School Through the Consolidated Application: This amount is the total amount of Title I funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated. This amount is manually inputted.

- Total Title I Funds Budgeted for SPSA Actions and Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all Title I funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once. This amount is manually inputted.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Duty Statement

School Site Council

ELAC

Assurances

Evidence-Based Interventions

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

   B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. use methods and instructional strategies that:
        i. strengthen the academic program in the school,
        ii. increase the amount and quality of learning time, and
        iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. strategies to improve students' skills outside the academic subject areas;
        ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and
   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B: Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Categorical & Supplemental Funding

Federal Funding Program	Purpose
Title I Part A	**Title I, Part A:** A federal categorical program contained in the Consolidated Application. Its purpose is to ensure that all children have a fair and equal opportunity to obtain a high-quality education and reach, at a minimum, proficiency on the state content standards and assessments. The intent of this funding is to meet the educational needs of low-achieving students enrolled in the highest poverty schools. **Schoolwide (SWP) Program:** To fund a comprehensive school plan to upgrade all the instruction in a high-poverty school. Supplemental funds to help meet the needs of low-achieving students in the highest-poverty schools.
State Funding/ Local Control Funding Formula	**Purpose**
LCFF – Supplemental & Concentration	**LCFF Supplemental & Concentration Funds:** Calculated on the basis of the number and concentration of unduplicated low income, foster youth, and English learner pupils. The purpose is to ensure increased or improved services for the unduplicated pupils, above and beyond the regular program, with the intent to improve outcomes for the unduplicated pupils. Funds must target the unduplicated student groups, but may be used to increase or improve services schoolwide if 40% or more pupils in a school are unduplicated.

Appendix D: School Parent Involvement Requirements

Each school served with Title I, Part A funds shall:

1. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under Title I, Part A, and to explain the requirements of Title I, Part A, and the right of the parents to be involved;
2. Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provide und this part, transportation, child care, or home visits, as such services relate to parental involvement;
3. Involve parents in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under Section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children;
4. Provide parents of participating children:
    A. Timely information about programs under Title I, Part A;
    B. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and
    C. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to such suggestions as soon as practicably possible;
5. If the schoolwide program plan under ESSA Section 1114(b) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the LEA (ESSA Section 1116[c]).

Appendix E: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

Approved 4.28.26

_____	_____	_____	__2026-2027__
Print Student Name (Last, First)	Homeroom	Grade	School Year

Cedarlane Academy SCHOOL-PARENT COMPACT

Family, students, school and staff should work in partnership to help each student reach his/her potential. As partners we agree to the following:

Parents Will:

- Have students at school on time every day.
- Follow the district dress code policies closely.
- Establish time to talk with students every day regarding school including checking the materials like the agendas and backpacks.
- Establish a time and place for their children to complete homework free from distractions. Review daily to ensure completion.
- Make sure students attend tutoring and enrichment programs.
- Communicate with school staff about students' progress and responsibilities.
- Read at least 20 minutes with students daily and discuss current reading assignments.
- Regularly access Aeries for progress of student and school-home communication (hard copies, CANVAS, Parent Square.)
- Provide current contacts (cell phones, email, home and emergency) for the success of the students and keep the school informed of any changes.
- Monitor students' behavior/citizenship cards.
- Attend as many school activities or volunteer on campus, in order to promote student achievement.
- Attend requested meetings (SST, IEP, Academic Profile, Open House, Back to School, SARB, Conferences, etc.)
- Show respect to all when on campus and follow the district civility policy, as stated in the Parent Handbook.

_____ _____

Parent Signature (1st sem.) Parent Signature (2nd sem.)

Students Will:

- Attend school on time every day prepared with the necessary tools for learning, such as a success binder, paper, writing tools, agendas, etc.
- Write down assignments each day.
- Bring school issued laptops or iPads to school fully charged, daily.
- Follow all school rules/classroom rules, PBIS Matrix and uniform/dress code closely, as indicated on citizenship cards.
- Complete and return homework assignments as assigned on time with their best effort.
- Improve reading by reading to self or others daily for at least 20 minutes and take AR reading/comprehension quizzes.
- Actively attend tutoring programs as they are assigned.
- Discuss with parents what they are learning in school and share school information.
- Take personal responsibility and actively engage by asking questions, attend tutoring and enrichment programs.
- Monitor their behavior/citizenship cards.
- Ask questions of teachers and/or seek assistance from staff when needed.
- Show respect to each other and adults on campus and follow the district civility policy, as stated in the Parent Handbook.

_____ _____

Student Signature (1st sem.) Student Signature (2nd sem.)

Staff Will:

- Explain, clarify, and assess student academic results on a regular basis to the school community, including students and parents.
- Provide high-quality instruction in a supportive and effective learning environment by using school wide best practices.
- Provide timely feedback and reminders for homework, assignments, and student performance.
- Provide adequate amount of homework assignments for students to support standards based learning.
- Support and encourage parent, student, and community involvement.
- Communicate (e-mail, phone calls, agenda, Aeries, bulletins, and conferences and cooperate with parents to ensure the best education possible for each child.)
- Show respect to all when on campus and follow the district civility policy, as stated in the Staff/Parent Handbook.
- Have high expectations for student achievement.

__Cedarlane Academy_ __Cedarlane Academy_

Teacher Signature (1st sem.) Teacher Signature (2nd sem.)

Title I School-Level Parent and Family Engagement Policy

Cedarlane Academy

2026-2027

2.0 With approval from the local governing board, *Cedarlane Academy* has developed a written Title I parent and family engagement policy with input from parents and family members of participating children. School Site Council (SSC), staff, parents, and students help to develop the policy. The school has distributed the policy to parents and family members of children served under Title I, Part A. **The school distributes the policy in the Aeries Data Confirmation Portal and Parent Square in the beginning of the school year.** (20 United States Code [U.S.C.] Section [§] 6318[b][1])

2.1 Involvement of Parents in the Title I Program

The policy describes the means for carrying out Title I parent and family engagement requirements. (20 U.S.C. § 6318[b][1])

To involve parents and family members in the Title I program at Cedarlane Academy, the following practices have been established:

a) The school convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. § 6318[c][1]**]) Cedarlane Academy has two Annual Title I meetings, an orientation in August, and Back to School Night.**

b) The school offers a flexible number of meetings, such as meetings in the morning or afternoon, and may provide, with Title I funds, as such services relate to parent involvement. (20 U.S.C. § 6318[c][2]) **Meetings include PTO, ELAC, DIPAC, parent conferences, Back to School night, Coffee with the Principal, Parent Education Workshops, SSC, Open House, etc.**

c) The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the school-wide program plan. (20 U.S.C. § 6318[c][3]) **Activities that involve parents are PTO, ELAC, DIPAC, parent conferences, Back to School night, Coffee with the Principal, Parent Education Workshops, SSC, Open House, etc. Communication with parents include newsletters, Parent Square, conferences, flyers, announcements, Fb, school messenger, etc.**

d) The school provides parents of participating children with the following:

1. Timely information about the Title I program. (20 U.S.C. § 6318[c][4][A]) **Cedarlane Academy holds two annual Title I program meetings offered at different times. Communication with parents include newsletters, Remind, conferences, flyers, announcements, school messenger, etc.**

2. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards. (20 U.S.C. § 6318[c][4][B]) **All the information will be provided in SARC (School Accountability Report Card), Annual School Plan, parent conferences, SSC, ELAC, DIPAC, Back to School Night, etc.**

3. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318[c][4][C]) **There are two parent-teacher conferences held annually, as well as Solution Focused Team (SFT) meetings as necessary. Parents and teachers may request SFTs. Individualized Educational Plan (IEP) are held for appropriate students. Teachers may be contacted by phone or email to discuss student concerns.**

e) If the school-wide program plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency. (20 U.S.C. § 6318[c][5]) **Parents may attend Parent Meetings (ELAC, DIPAC, SSC, PTO) to express concerns.**

2.2 Building Capacity for Involvement (Parent and Family Engagement Policy Continued)

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted with Title I, Part A funds establishes the practices listed below. (20 U.S.C. § 6318[e])

a) The school provides parents with assistance in understanding such topics as the challenging State academic standards, State and local assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 U.S.C. § 6318[e][1]) **Families of Cedarlane Academy are sent home progress reports to monitor student progress. There are monthly Parent Education Meetings from Adult Ed. to present on how to help children (state standards, anti-bullying, parent-teacher conferences, homework help, etc.) There are parent meetings (ELAC, DIPAC, SSC, PTO) to discuss school data on student achievement.**

b) The school provides parents with materials and training to help parents work with their children to improve their children's achievement. (20 U.S.C. § 6318[e][2]) **Parents have 24 hour online access to AERIES to see current grades, completed/missing assignments, and teacher emails. Families are mailed progress reports. There are parent meetings (ELAC, DIPAC, SSC, PTO, parent education trainings, etc.) to give strategies on how to work with their children.**

c) The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (20 U.S.C. § 6318[e][3]) **There are parent meetings (ELAC, DIPAC, SSC, PTO, parent education trainings, etc.) to give strategies on how to work with their children.**

d) The school, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318[e][4]) **We develop the Parent Involvement Policy with SSC, ELAC, as well as DIPAC and PTO to develop family involvement activities. Other activities include Kinder Round Up, TK – K transition events, Back to School Night, parent-teacher conferences, Open House, etc.**

e) The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5]) **Families are sent Parent Square Message, Parent Square texts, newsletters to inform of programs in multiple languages as much as possible/requested.**

f) The school provides such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318[e][14]) **School provides translation upon request at meetings and parent-teacher conferences. School also provides refreshments and materials needed at these meetings.**

2.3 Accessibility

Cedarlane Academy, to the extent practicable, provides opportunities for the informed participation of all parents and family members (including parents and family members with limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children) including providing information and school reports required under 20 U.S.C. § 6311 in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f]) **School provides Annual Parent-Student Handbook, flyers, and other means of informing all families. SARC report cards are also available. School information is also accessible on the**

School website, newsletters, teacher-parent communication via Parent Square, families are expected to participate in school events, advisory councils, and PTO events.

2.4 School-Parent Compact

As a component of the school-level parent and family engagement policy, each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The school-parent compact shall carry out the requirements listed below. (20 U.S.C. § 6318[d])

a) Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging state academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (20 U.S.C. § 6318[d][1])
School follows the district guidelines to provide high quality curriculum and instruction to meet the needs of all students. Families are expected to participate in school events, advisory councils, and PTO events. Opportunities for supporting students and volunteering are available through helping in classrooms, chaperoning field trips, and attending school meetings.

b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the requirements listed below. (20 U.S.C. § 6318[d][2])

1. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement. (20 U.S.C. § 6318[d][2][A])
Parent-teacher conferences for TK-8 are held twice a year to discuss student achievement. Teachers offer informal conferences throughout the year as necessary. The School Home Compact is given to the student, teacher, and parent to read, discuss, and sign.

2. Frequent reports to parents on their children's progress. (20 U.S.C. § 6318[d][2][B])
Parents are educated to check AERIES gradebook. Teachers email, use Remind, citizenship cards, progress reports, IEP progress reports, report cards, and conference with parents to discuss student progress.

3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. (20 U.S.C. § 6318[d][2][C])
   All parents are encouraged to communicate with the staff via email, Remind, phone calls, observations, conferences, and meetings. Parents are given opportunities to volunteer in class, through PTO, field trips, and to participate in school events, with appropriate approval from the school/principal/district. Staff directory (email, classrooms) is available to all parents.

4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (20 U.S.C. § 6318[d][2][D])
   All families receive meaningful communication through Parent Square, phone calls, citizenship cards, and other languages as requested.

**It may be helpful to include the parent and family engagement policy review in the annual review of the Single Plan for Student Achievement.*
***The policy must be updated periodically to meet changing needs of parents and family members and the school. If the school has a process in place for involving parents and family members in planning and designing the school's programs, the school may use that process if it includes adequate representation of parents and family members of children receiving Title I, Part A services.*